

PASS THAT EXAM !



Phot.

Arthur H. Thewlis

UNIVERSITY OF LONDON

The famous tower of Senate House, the administrative centre of the University of London from which are sent annually examination papers that enable hundreds of thousands of students throughout the Commonwealth to sit for London University Degrees as External Students.

PASS THAT EXAM!

ALAN STRONG

Edited by

A. H. THROWER
F.R.Econ.S.



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PART ONE

CHAPTER I

INTRODUCTION

In order that the reader may obtain the utmost benefit from this book, the author and publishers will begin by giving a summary of its contents and recommendations for its use. The main object of the work is, of course, to assist the candidate to pass an examination, but the roots of examination successes lay far deeper than the examination day itself - indeed, the whole of life is an examination and just as the foundations for success in life should be laid down at an early age, so it is with training for the passing of educational and other examinations which are for many an essential part of the game of life itself. There is no reason why the child should not be prepared from infancy for the task of passing examinations, and the next chapter is designed to recommend to parents of young children some ways in which they can encourage in their children some of the qualities vital to success in actual examinations which are just as vital to the great examination of life as well.

The student's first experience of examinations comes at school, and even in junior forms there are examinations of a kind to be faced, the rewards of which may be only ten marks, or perhaps a gold or silver paper star stuck in the exercise

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book or on a wall chart against the pupil's name. We wish to say a little about the ideal parent's reactions to the award of such marks or stars, and to offer a little guidance on how the child may be prepared for building up on those little successes to greater things in future. Then we must deal with the 'eleven-plus' and with the dangers of a wrong approach to this exam by the parent and also by the child himself.

At this stage, we shall also consider how the methods of Examiners alter from year to year, and shall think of the factors arising out of the result of the eleven-plus examination which may help the parent or the child to plan out a future course. We shall deal in turn with the various examining bodies such as the Royal Society of Arts, and their examinations, progressing from them to the examinations for the General Certificate of Education of the various Universities, the Examinations of the City and Guilds Institute and the National Certificates, the Civil Service and Professional Societies, in these cases advising the teenage and adult student rather than the parent, although the teenager or adult will still profit from reading what has been written in the earlier chapters.

After the General Certificate of Education Examinations come the examinations of the various Universities for Diplomas and Degrees, and we shall deal with these as fully as the size of the volume will admit, giving advice not only on the approach to the examinations and on the examination technique necessary to pass them, but shall also take the reader behind the scenes, as it were, to see how marking is carried out and what considerations influence the examining bodies in laying down pass-mark standards, and the system of 'scaling' marks where this is necessitated to keep within the general plan of the examination.

Special chapters will cater for the adult student who wishes to obtain a Degree for one purpose or another – with a view to employment, or (as so many do) just for the personal satisfaction that the possession of a Degree can give. We shall

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show that mere lack of money, or poverty, is *not* a bar to obtaining a Degree – how the University of London offers Degrees to external students who cannot afford to attend a college in the usual way, but who must work during the day to keep themselves and who must study in evenings, weekends or other spare time. Such students will find, and will doubtless appreciate, advice on methods of preparation for study according to their resources of time and money and will be given details of the various requirements which must be complied with to obtain Degrees. Older students always have questions – can they commence studying for a degree at 60, for instance, and what chances have they of success. We have catered for them in this book as well as we can, and trust that they will find advice and encouragement in its pages which will help them along the road to success.

Finally, we shall have a few words for those who have actually obtained their Degrees or are within a year of getting them. A University Degree is somewhat like a motor car – it is nice to have but of no real value unless you know how to drive it. There are so many graduate misfits these days who, despite the good degrees they hold, are working as clerks at low wages and often for a smaller wage than their colleagues much less highly qualified. It is unfortunate that in many Universities the staff are concerned only with producing graduates – they have little regard, it seems, to anything outside the academic sphere and are content to see their students get degrees without giving the least guidance as to how they may use them when they have attained them.

We are thus endeavouring to advise and assist, as it were, from the cradle to the grave, and to provide assistance for every reader. Just as examinations vary, and the objects towards which a given examination is directed vary, will vary the candidate's approach to them, and the technique for passing them. Firmly though we believe that the candidate must have the requisite knowledge, it is clear that mere book-knowledge is *not* enough – either to pass the examination or

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to utilize or 'drive', as it were, the qualification which may be obtained at the examination. There must be an approach, an outlook, a technique and a method in the examination room and there must be during the months or years of study a sense of method and a guidance which the candidate, especially if he is working on his own, may very well be unable to provide for himself. We do not advocate 'short cuts' or 'flash methods' in examinations – the passing of an examination is seldom a satisfactory end in itself – and the person who passes an examination by dubious means or overnight forcing will seldom find the knowledge to hand when it is required in the exercise of his chosen profession or occupation. Above all, we do not try to reassure the unprepared by suggesting that they should 'fool the Examiner'. Examiners are very seldom fooled, and when a candidate does in an isolated instance succeed in fooling an Examiner, he has unquestionably fooled himself a hundred times more and is to be pitied rather than congratulated upon his shallow pretence of success.

The book is divided into parts – For Parents of the Young – for the Candidate at School – for the Teenager at College or at work - for the older Adult – and for the Candidate past middle age. We recommend that after reading these opening chapters the reader should turn now straight to the section of the book dealing with his own classification, reading that first, and then reading *all the other chapters* from which he must certainly also obtain a good deal of help and guidance.

CHAPTER II

EXAMINATION PAPERS AND HOW TO TACKLE THEM

In this chapter we are going firstly to consider examination papers generally, and then to see how to tackle different kinds of papers and questions to obtain the best results in the various examinations.

Conventional and 'modern' papers

At present, there are two main kinds of examination papers in existence, the 'conventional' kind, as we call it, where the questions appear in simple written form, for example :

The greater the increase in world population, the greater the danger of starvation as a result of food shortage. Discuss.

Or perhaps,

Write a letter to a young man advising him as to whether he should make a journey from London to Canberra by air, or by sea, with reasons.

These are the kinds of questions which have appeared in examination papers for upwards of three hundred years, and since they are so well established we consider them to be the conventional kind of examination paper question. In recent times, however, in some examinations questions appear in an extremely 'modern' form – the main point of the question is posed, and then the candidate is required to select one of, say, three alternatives and to mark it on his paper as the correct answer. The method is finding favour with many authorities concerned with setting 'eleven-plus' papers, and the author

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has encountered it in papers set for qualification for some Pilot's Licences, and elsewhere. The probability is that this form will become increasingly popular as time goes on, although it can never replace the conventional type of question entirely.

Let us examine one such question:

'In the early nineteen hundreds, a British Polar Expedition was commanded by Captain Scott. Captain Scott was:

- a naval Officer.
- an army Officer.
- the pilot of an aircraft.

Indicate the correct answer by placing a tick in the square against it.'

This is the kind of question which might appear in an eleven-plus examination – certainly the actual question will not be so simple as this one, but the build-up will be the same. If the candidate knows anything of history at all, of course, he will know which alternative is correct straight away and will tick it accordingly. If, however, he does not happen to remember anything about the expedition, he will consider the three alternatives on their own merits. One of them clearly is impossible – there were no aircraft capable of reaching the Poles from England in the early nineteen-hundreds, and the rank of 'Captain' could not have applied then to the Royal Air Force or any big airline because they just did not exist in those days. So this alternative will be discarded immediately, and the remaining two will be considered. In default of actual knowledge, probability is the next best thing. How would the expedition travel? Well, probably by sea – indeed certainly by sea most of the way, and one goes by sea in a ship. Therefore, the probability is that Captain Scott, in charge of the expedition, was also in charge of the ship. Then he must have been a Naval Officer. Tick that one, and the answer will in this case

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be correct! In this type of question, one alternative is usually so impossible or improbable that anyone who ticks it will be regarded as of a minimal intelligence. The remaining two answers are graded so that one only is correct, but the acceptance of the other would show sufficient ability or intelligence to reject the third and impossible one.

Reading the paper

The first thing a candidate *must* do is to read the examination paper thoroughly not once but at least twice, before he begins to answer any question. There are two reasons for this advice – the first is that the candidate must be quite sure what he is required to do before he starts to work, and the second is that if he reads all the questions he can answer first those which he finds easiest or which, where marks are allocated on the examination paper, will be likely to earn him the most marks. It must be remembered that *the whole* of an examination is a test of intelligence, and unless the directions on the paper are understood and complied with the candidate's chances may be seriously prejudiced. Take a typical examination paper from a University or Professional examination. It will probably contain instructions something like these:

Time allowed – 3 hours.

Answer *all* questions in Section A, and one only from each of Sections B and C.

Section A will contain perhaps three questions – all compulsory – and Sections B and C may contain perhaps five questions each. It is no earthly use to answer all the ten questions in Sections B and C – you will be given marks for one only from each Section, *and may even be penalized for not complying with the instructions to answer one only from each of those Sections*, and if you do not answer all three questions from Section A the examination may be lost completely.

Compulsory questions

It is never a good idea to 'flannel' or 'waffle' in an examination answer, and as a general rule it is better not to attempt a question if you cannot answer it well, *except where you have a compulsory question*. All compulsory questions *must* be attempted, and if you are so unfortunate as not to be able to answer such a question well, you *must* nevertheless do whatever you can to answer it and make the best of what may appear to be a bad job. In the case of optional questions, you will naturally select the ones you feel you can answer best, and get on with them. Normally, there is no hard-and-fast rule that the questions must be attempted in the order in which they appear on the paper, and you are free to answer them in any order you wish. Do the easiest first, because otherwise you may quite unwittingly spend so long over an abstruse one that you have insufficient time to do justice to the easier ones. If you have three hours in which to answer five questions, you have a basic allowance, as it were, of about 30 minutes for each one, allowing for time to read the paper and give the question a little thought before deciding in which order you will tackle them. You may well answer the easier ones quite well in fifteen minutes, and will then have a little reserve fund of time, as it were, upon which to draw when you have to attack the more difficult ones.

Writing your answers

You will be provided at the examination with answer paper or possibly an answer book. Carefully read the instructions given in this connection as well. If you have an examination number, you will probably have to write it on each sheet of paper and on the cover of the answer book, as well as on each page of the book. Where you are allotted a number, it is unlikely that you will be required to put your name on the papers as well, but read the instructions carefully to make sure. If you are required to give a number only, you must not put your name *on* the paper and certainly must not use it in your

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answers – if for instance the answer requires you to write a letter to someone, you will not sign the letter with your name but will use a fictitious name unless otherwise instructed. Use a bit of originality too – don't just sign the letter 'John Smith' – instead show some acquaintance with something else, perhaps using the name 'Wilkins Micawber' on letters of a financial character to which *his* character also applied, 'Benjamin Disraeli' on letters supposed to have been written by legislators, and so on.

Note carefully whether you are to write on one side of the paper only, or both, and comply with any instruction such as 'Begin each question on a fresh sheet of paper'. If you have to bind sheets of answer paper into a cover, make sure that the sheets are in order, and bind them neatly with the string or clips provided. In most mathematical examinations, and some others, the Examiners will want to see your 'rough working' too, and sometimes they will require you to return your blotting-paper with the answer paper, so that they may examine this, too, for some such working as '3 and 4 are 7, and 6 make 13' and, if you have worked anything so simple on your blotting paper instead of doing it mentally, you may expect to lose a mark or so as a punishment. In the higher examinations, it is not very much use to give the answer to a difficult problem without showing how the answer was arrived at, and the 'rough work' here may be essential – just to show that you did not have a friendly but misguided neighbour who whispered the answer to you in a slack moment!

English a part of nearly every examination

English is a part of almost every written examination – the subject may be geography, logic, economics or law, but the ability to express the answer in correct, good English is becoming more essential year after year. London University, in its General Certificate of Education Examination papers, prints a clear warning that unless the answers are expressed in good English, marks will be deducted. Other examining bodies may

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not be quite so open in their warnings, but be sure that the principle still applies.

Yourself and the Examiners

You want to pass the examination, and to do so you must get as many marks as you can. It is the Examiner you have to satisfy, and in the case of written examinations, the answer paper or book is the only contact you can make with him. A little consideration for the Examiner, then, may well pay dividends. He has to *read* your answers – write them clearly for his benefit. Copper-plate handwriting is excellent on wedding invitations, and italic script is just fine for parchments or certificates on vellum, but both can be very trying to the Examiner, who may have a thousand papers besides your own to get through. Give him a chance! If there is a stock joke connected with the subject, or a hackneyed story or phrase, don't use it, for pity's sake. Nearly everyone knows that when Marie Antoinette heard of discontent among the common people, she enquired as to the cause. Upon being told, 'The people cry because they have no bread', the legend goes, she replied, 'Then let them eat cake!' In a thousand papers on related subjects, the poor Examiner probably reads that hackneyed story four hundred times. If you can think up some other illustration, use it instead – Examiners are only human, after all, and their humanity may bring you an extra mark for something original. Where you are asked for a definition, however, of course you must give it according to the book. Pythagoras had a definite statement to make about squares on the sides and the hypotenuse of right-angled triangles. If you are asked for Pythagoras' theorem, don't improvise something of your own, but give it straight just as the old gentleman delivered it so many years ago.

Humour

✓ Humour has a place in examination answers, and one brilliant flash of humour can do much to lighten the

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Examiner's burden and show your work in a favourable light, but if you want to use humour make sure that it is really brilliant, that it does not leave the Examiner in any doubt as to your knowledge or the accuracy of your answer generally, that it is not laboured humour, and that it would make a well-educated man laugh if put over in ordinary conversation. If it will not pass all these tests, then leave it out, and *never* try more than one spot of humour in a whole paper!

In the next chapter we shall discuss the planning of your answers and the utilization of your time during the examination, as well as giving hints on your approach to the examination day and offering advice about the 'night before' and how to make the most of yourself when the test has actually begun.

CHAPTER III

PREPARING FOR THE EXAMINATION

Preparation for the actual day of the examination must begin on the day you decide to sit for it. The examination may be three months or perhaps three years ahead, but right from the start the candidate must begin to prepare *himself* as well as the subjects in which he is to be examined. From the day he decides to take the examination until the day he actually sits for it, he must bear it in mind, telling himself that he *can* pass the examination, that he *must* pass it, and that he *will* pass it. Without this feeling of confidence the study becomes longer, and harder, and the candidate is like someone climbing an incline who because of mist or fogs cannot see the summit.

The syllabus

Most examinations which are not completely prepared for at school are the subject of detailed regulations and a syllabus, and the candidate must obtain a copy of the regulations and syllabus at the very beginning. The regulations themselves may be read over once and then left till the examination day approaches, but the syllabus must be the subject of constant study and review. In some of the higher University Examinations, there may be very sudden changes in the syllabus, and where the examination is, say, two or three years ahead the candidate must ensure that if any amendment to the syllabus is made he always has an up-to-date copy at hand. Once he has obtained the syllabus, he can then plan his course of study.

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Planning the course of study

In the case of the 'eleven-plus' examination, the candidate has no planning at all to do, since his teachers will supervise his study all along and will ensure that the work he is given to do in preparation covers the syllabus laid down. It is not possible for the parent to obtain a syllabus for the 'eleven-plus', and this is just as well because the examination is constantly changing in scope and method from year to year, and is seldom the same even from place to place in the same month.

Those studying in colleges will find that the college offers a course for the examination they have in mind, but will greatly benefit from studying the syllabus of the examination, since usually a single class is studying for perhaps three or four different examinations and it is not reasonable to leave details to the lecturers. The intelligent student will always want the syllabus anyway, and will obtain it for himself and govern his studies accordingly. For many examinations, the syllabus contains a list of books for 'further reading' and the student should make certain of obtaining some or all of these books and read them in addition to whatever books he is directed by his instructors to read.

Correspondence colleges of a reputable kind invariably cover the syllabus of the particular examination for which their course is designed, and will usually in addition supply book-lists for additional reading, to which the remarks in the preceding paragraph equally apply.

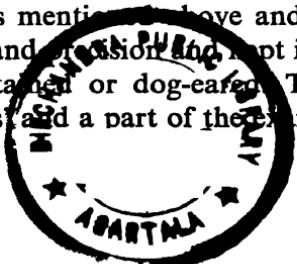
Candidates studying on their own are in the majority today, and quite clearly such candidates need every scrap of guidance they can obtain to ensure that their efforts are directed along the correct channels and that their coverage of the subjects is complete. The syllabus is *essential* for such candidates, and they should enquire whether book-lists are available in addition. Those living in big cities will probably obtain all the information on booklists they need from their central libraries or from big educational book-sellers. Once he has

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studied the syllabus and book-list, the candidate must then apportion his time and plan a schedule so that the study will be completed and the syllabus will be wholly covered by the time the examination begins. It is a good idea to split the time into monthly or quarterly periods, allowing for a few days' rest from study during each period as a precaution against staleness or tiredness which might otherwise set in. Study once commenced must be done *regularly*, and most students will devote some time daily to their studies.

Note-books

Note-books are essential for all students, and these should contain not only notes on lectures or chapters of books they have read in the course of their studies, but also any little ideas which occur during the period of study, notes of anything read in newspapers or otherwise which may be useful at the examination, photographs and pictures simplifying some question or other, and the result of discussions of particular points with others studying for the same exam. There is a temptation at the beginning of a course to set up a formidable filing system with files and covers and cross-reference and so on – don't start one like this because they always become a nuisance and get discarded in an early stage of the course, and their preparation is a waste of energy which might much better be devoted to other purposes. A good, stoutly bound note-book for each subject is quite sufficient for the average student. In the case of some examinations, in subjects like geography, geology, chemistry, etc., the regulations stipulate that note-books on field-work or practical work must be kept and produced for the examiners to see. Such books, of course, would be quite separate from the note-books mentioned above and would be written up with great care and precision and kept in a safe place where they will not get stained or dog-eared. They are, as it were, the 'show-pieces' and a part of the examination itself.



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Mens sana . . .

The student works with his brain, and the acquisition of knowledge is done by his sight and hearing and the result stored in the brain itself, but he is an unfortunate student who fails to remember that the brain is a physical thing, not an abstract one, and that it is not only situated in the body – it is a part of the body and looks to the body, through the circulation of the blood, for its very life and existence. The student cannot cultivate his brain and neglect his body, and the latter is just as important an adjunct to the passing of examinations as the brain itself. The sub-heading above is part of an old Latin tag, ‘Mens sana in corpore sano’ – ‘A sound mind in a sound body’, to which the student must aspire. At school or college, he will find that the curriculum provides for physical training as well as educational training, but where there is an option, as in some colleges and for students working by themselves or by correspondence courses, the body may be forgotten in the desire to accumulate knowledge, and if this happens it will most surely exact a penalty. The general requirement is to keep the body fit. For manual workers studying in the evenings, the problem solves itself, but for full-time students and sedentary workers it needs consideration and planning. Exercise need not be violent or exhausting – it is not necessary to engage in boxing matches or lift iron weights, but every student can and must take some kind of exercise such as kicking a football about on a meadow with friends, riding a bicycle, playing cricket or organized games, golf, hockey, tennis, or anything else which will exercise the body muscles and at the same time ‘take the mind off the studying’ for a little while – but not for too long! The body may be regarded as a bank of energy: food places the energy on deposit, study draws upon it, and excesses of any kind are in a fair way to overdrawing the account altogether. If excessive drinking or other unhelpful practices are allowed to bankrupt the supply of energy, as it were, then at examination time, when the brain makes heavier demands than usual, the

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required supplies may not be there and a failure will be the probable result. Care of the body, then, is essential to, and indivisible from, care of the brain. Colds, coughs and illness have a devitalizing and lowering effect, and the wise student will avoid risks to his health wherever possible, especially when the examination draws near.

Past papers

The candidate will not see *his* examination papers until the day is at hand, but often he will be able to purchase copies or even books of past examination papers. These are invaluable, they allow the student to judge the content of the average paper, and to practise upon it. Such practice is best done under actual examination conditions – no books or notes on the table, strict silence, and an alarm clock ticking away the minutes of the allotted period. Whenever possible, past examination papers should be bought, and studied, and worked under the examination conditions for the excellent experience and practice it affords. This advice does not apply to ‘eleven-plus’ candidates since past papers are seldom available and in any case the examination changes so much from year to year that they would not afford much real assistance.

Revision

A few days before the examination takes place, revise your work. Read your notes again, smooth out any little problems arising from them, glance over the additional books you have read, bringing back to memory their contents and the little points which you found of especial interest, and generally take stock of all you have learnt to freshen recollection on the testing day.

The night before

People have different ideas as to how to spend the night before an examination. The author, who has sat for upwards of fifty different examinations (passing all but four) has found his

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own most satisfactory method of spending the 'evening before'. He lives in a London suburb, and on the 'evening before' he puts away all his books and papers, goes to a news-cinema, looks at a news-film and six Mickey Mouse or other cartoons which afford him many good laughs, then has a simple meal and goes home and to bed. He does not recommend cramming until late in the night – for one reason which is that if you have to do this, and cannot keep information in your head for more than twelve hours at a time, then, when the examination has been passed, the certificate won't be of much real use. Better to get the pass-mark on what you *really know* than on what has to be memorized overnight—and secondly because this cramming and memorizing is such a tiring business that it jeopardizes chances in an examination and with some unfortunate students causes complete 'blanks' in recollection when the crucial moment comes. If you *really know* a chemical formula, seeing a Mickey Mouse film will not drive it from your mind, but hurriedly trying to memorize it at the last moment may produce most spectacular errors of recollection in the answer paper later on.

Examination day

This is the great day for which all your work has been done and to which all your hopes have been directed. Begin it properly by getting up in good time. Dress comfortably, without tight collar, belt, or uncomfortably fitting garments. Take with you your admission card, if any, two pens, a bottle of ink, a pencil, a ruler, and any special instruments you need for mathematical or other subjects. Give yourself time for a comfortable journey, and get to the examination room with a quarter of an hour to spare. Invigilators do not like movement among candidates during an examination, and therefore, before entering the room, visit the toilet so that you do not need to waste precious examination time on excursions of that kind. When you are allowed into the examination room, find your seat quietly and sit down. Dispose your pens and

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apparatus over the desk and, if the question paper is there already, read it. Note the requirements, decide which questions you will answer, but do not begin to write the answers before the proper time. Use ink for your answers, pencils for the rough work, which is described in the next chapter. Blue-black ink is the best, examiners do not take at all kindly to answers written in pale lilac, crushed emerald or burnt-toast-coloured inks since they are liable to strain their eyes and tempers at the same time and thus place your work in a position of disadvantage before the reading of it has even begun. Most examining bodies now permit the use of ball-point pens, but make sure about this before you begin to use one. Your ink-bottle cork should have been loosened (you will naturally buy a new bottle) a few moments beforehand so that no struggles have to take place during the examination. Don't trust to a fountain pen, have an ordinary pen in reserve in case the other one goes wrong.

The last moments

The big hand of the clock creeps slowly but inevitably upwards towards the hour when your work must be brought to fruition. In a few minutes, you must write your answers and justify the time and money and energy you have spent in preparing for the examination. It could be a desperate moment, but if you have studied, and completed the syllabus, it should be a very confident and hopeful moment instead. Make up your mind that you will do your best, tell yourself for the last time that you can, and must, and will pass, and you will be well on the way to success. Confidence at this time, but not over-confidence, is essential – it will produce the spur to do your utmost and will stimulate your brain to bring forward what has been stored in it during the months or years of preparation. It is not a trying time, but more often an exciting one – nevertheless many a candidate known to the author has chosen this moment for a short prayer for confidence and success, and in the author's own experience such candidates

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always seem to get their names in the pass-list too. Perhaps it is because they are not over-confident or careless, and they feel the need to draw confidence from another source as well! However this may be, you will have decided which questions you will answer, and this is the time for an all-out onslaught on the paper. It is a golden rule to *answer the question, the whole question, and nothing but the question*. Much in the way of time and energy can be saved by bearing this maxim in mind.

Check your answers

Few students who have mastered the syllabus need the full time allotted in which to write their answers, but the minutes left must not be wasted. Do not leave the examination room immediately you have finished writing – much better to check the answer there and then, and add to it or amend it as necessary. It isn't very much use remembering that you wrote ' H_2O ' as ' H_2O_2 ' the next morning when the papers are sealed up and locked up and the chance of correcting them is gone for ever!

In the next chapter we shall explain the need for the pencil and show how to set about answering a conventional type of question properly and well.

CHAPTER IV

ANSWERING EXAMINATION QUESTIONS

Many candidates are concerned as to whether they ought to write out the question they are answering on their answer paper or in the answer book. There are, of course, two schools of thought about it, but the author recommends the practice for the following reasons:

1. It looks neat, especially where the question is written out, and underlined in red ink.
2. It ensures that, by the act of copying out the question, the candidate has read it properly and so knows exactly what is required of him: and
3. It is a safeguard against forgetting some part of the question to have it boldly displayed at the head of the answer, as well as being a convenience to the Examiner in some cases.

Answering 'discuss' questions

The author now wishes to show the correct way to answer an examination question which ends in the word, 'Discuss.'. Instead of choosing any question related to any branch of knowledge, thereby putting readers who have not studied that subject at a disadvantage, we will take as a specimen a question in the realms of fantasy, but will deal with it here in such a way as to show the reader what would be required of him in any question ending in that little word 'Discuss'.

To begin with, have you ever discussed anything? Of course you have, and have carried out your discussion with at least one other person. The essence of a discussion is that two people seldom think alike on any particular question. Therefore, the

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Examiner wants you to show both parts of the argument, and not merely to endorse what is stated in the question. Don't bother to wonder which side the Examiner is on; but get hold of a pencil and on a blank page in your answer book start to rough out an answer.

Here is the question:

The moon is made of green cheese. Discuss.

To begin with, you ought to introduce the subject in your answer, if you can find a suitable introduction. You might well make a note to begin your answer with a statement such as, 'For hundreds of years there has been considerable speculation as to the composition of the moon'. If anyone happens to have raised the question in a book, for instance, mention the fact. 'In 1862, the writer Ditheridge said in his *Lunar Studies* that the moon is made of celluloid and filled with water. English ballad-writers have referred to the presence of a man in the moon, but there has been no substantiation of either of these theories'.

Now it is time to get down to the question. Spend a few minutes thinking about the moon, and about green cheese. Mark a line down the middle of your rough-work page, and on the left-hand side jot down the reasons in favour of the proposition. If any reason against occurs to you, then jot that down on the right-hand side. Let us write down the random ideas that may occur, noting them here—'L' for the left-hand side, and 'R' for the right-hand side.

The moon shines in the dark, so does green cheese (L). The moon is durable and lasting, green cheese perishes (R). If the moon were made of green cheese, it would probably attract mice (R). Mice would eat it, until it would disappear (R). It hasn't disappeared (R). If viewed through the proper instrument, the moon reflects most colours of the spectrum, green cheese does not (R).

On probability, the moon might as well be made of green cheese as of anything else (L). It is more likely to be made of

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green cheese than of tar (L). If there is a man in the moon, he could support himself by eating the cheese (L).

When you have marshalled these arguments, your rough notes will look like this:

For	Against
Both luminous in dark	Cheese not durable.
No evidence otherwise	Cheese not good substance
More likely made of cheese than tar	as attracts mice which would eat it away. It has not been eaten away.
Cheese will support man in the moon if he is really there	Cheese does not reflect colours of spectrum

and you can now start on the main part of your answer:

'There is one point of evidence which particularly favours the suggestion that the moon is made of green cheese, namely, that both the moon and green cheese (as the candidate knows from observation) shine in the dark. Indeed it seems to the candidate that as the moon gets older it shines more brightly, and a similar phenomenon has been observed in the case of green cheese. Another supporting factor is the belief that a man inhabits the moon, and if the moon is composed of green cheese, this will support life and provide the man with the nourishment he requires. In general, no evidence has yet been adduced that the moon is not made of green cheese, and it seems just as likely that it is made of this substance as of, say, tar or any non-luminous material.'

Then give the other side:

'On the other hand, the moon possesses certain characteristics such as durability and the ability to reflect light of various colours when viewed through a suitable instrument. Green

ANSWERING EXAMINATION QUESTIONS

cheese is definitely not durable, and the light it emits is singularly devoid of colour. Cheese is also an unsuitable medium because it attracts mice, and if mice were attracted to a moon made of green cheese they would eat it away at such a rate (since their numbers increase rapidly) that the moon would appear smaller as year succeeds year, and would eventually be eaten away. There is no evidence to suggest that it is in fact being eaten away.'

Now you have discussed both sides, sum up and give your own opinion:

'In the light of the arguments advanced above, and in the absence of evidence from any person who has actually been there, one finds that with the exception of the strong argument of luminosity, there is nothing more than possibility to support the theory of the moon's composition posed in the question, but that there are some convincing arguments against the acceptance of that theory. The candidate feels that the balance of probability is that the moon is not composed of green cheese and does not himself accept the theory that it is.'

Then end on a topical note:

'It is however likely that within the next ten years of space exploration we shall have the evidence of a first-hand eye-witness to settle this question once and for all.'

Well, that is the method of dealing with a 'Discuss' question. Find a suitable opening 'tag'. There always is one, whatever the subject of the question. Then spend a few minutes thinking out the arguments for and against, and write them down as in this example – first as rough pencil notes and then in ink as part of your answer proper.

Having given all the arguments you can think of for and against, then express your own opinion, showing the source of information in regard to any statement you make or justifying assumptions (see what is in brackets in the model answer).

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Finally, summing up completed, round off the answer with a sentence or two of a topical or related nature, as in the model answer given above. Do not hesitate to leave your rough pencil-work where the Examiner can see it – he is looking for people who can think out both sides of a question and marshal their arguments scientifically. If he sees the rough pencil-work, he certainly will not penalize you for it – he is more likely to give an extra mark in your favour.

Questions ending in ‘amplify’ or ‘explain’

Here, you will be given a statement and told to amplify or explain it. Whereas in the previously considered question, the Examiner was after well-thought-out arguments for and against, when you are asked to explain or amplify a statement you should first consider whether it is a true statement, and if so get on with explaining it rather than worrying about arguments against it. Again we will deal with an example, and again will choose an example rather more whimsical than otherwise. Here, then, is the question:

E pericoloso sporgerzi. Explain

In case you don't know, this is the Italian way of saying that it is dangerous to put your head out of the carriage window (when the train is in motion).

Just consider the statement for a moment. Yes, of course it is true, so you can get along with the explanation. First of all, show that you know what you are talking about. Begin like this:

‘The quotation is from notices displayed in the interiors of compartments in railway carriages in Italy and in other places where train notices appear in a number of languages including Italian. It means in English that the passenger will find it dangerous to put his head out of the window whilst the train is in motion.’

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Then think why it may be dangerous, and jot down on your 'rough-work' page the ideas that occur to you, like those below:

Soot from engine may get into eye. May be train coming the other way - collision of heads if someone else looking out too. Signal gantry may be very near track.

Train may enter tunnel - possible damage to ear-drum.

Window may move upwards, or fall downwards, severing neck.

And that is quite enough reason to enable you to complete your explanation, thus :

'The warning is a very necessary and sensible one, as the act of putting one's head out of the window of a moving train involves many perils. A train may be coming along in the opposite direction on an adjoining track, and if someone in each train disregards the warning a collision of heads could occur which might well prove fatal to both parties. There may be signal gantries or other permanent features placed near to the track, and collision of a head with one of these could be disastrous. The danger to the senses of sight and hearing cannot be overlooked - if one is near the front of the train and it is steam-driven, there is a danger of hot ash entering the eye and ruining the sight, or a sudden entrance into a tunnel might cause a rush of air under pressure sufficient to break the ear-drum of a person whose head is outside the compartment and thus unprotected against such pressure changes. Finally, it cannot be taken for granted in foreign countries that windows work in the same way as in English trains, and there is a possibility that if the passenger looks out of the window, allowing his head to protrude, a sudden movement of the window would sever his neck.'

Well, that's that. You don't have to argue the question, so

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there is no need to sum up. Just a smart rounding-off sentence will do:

'The importance of the warning is manifest in the fact that a similar form of words is displayed by every great railway undertaking in the world as a warning to passengers against this dangerous practice'.

And you have done what you were required to do completely.

If you have read these model answers, as we will call them, carefully, one thing will stand out from all the rest. That is, that although the questions deal with what might be considered as stuff and nonsense, the answers are quite orderly and scientifically expressed and when read they make sense. With questions set in serious vein and intended to test knowledge of a subject the candidate has studied, there will in each case be many more reasons or arguments – what matters is that they should be made into answers like these model answers – crisp, clear, never straying from the point, written in an orderly way, and covering the question entirely. This is a part of *examination technique* which every successful student must master. Note one other thing too – of vital importance. In each of the above examples, thinking about the question has been completed before any attempt has been made to write the main part of the answer. *Think before you write—not afterwards!*

Try out a few examples for yourself – it is excellent practice and will pay rich dividends at examination time. You can't think of any questions? Here are a few to be going on with, your own particular studies will suggest many more which are more relevant and much more serious.

'Doctors should be paid for the patients they never see instead of the ones they do. Discuss'.

'A thin voice is better than a thick ear. Explain'.

'Sermons in church should be abolished since they are heard only by the converted. Discuss'.

'Half a loaf is better than no bread. Explain'.

CHAPTER V

THE ESSAY

With the exception of mathematical papers and those connected with certain scientific subjects such as mechanical drawing, all examination questions call for an essay in one form or another. If the Examiner asks for a description of the tropical-forest areas of the world, what he wants is an essay on tropical-forest areas, and so on with all similar questions. The answer is intended to be written as an essay. Many people, who at school found themselves required to 'Write an essay on . . .' and who have not met that kind of question in examinations since, somehow feel that essays are confined to schooldays. They are most certainly *not* confined to schooldays, since they form an essential part of answers to the average examination paper — professional or academic — and in this chapter we shall set out to remind the reader of what constitutes a good essay.

First of all, the subject-matter must be introduced as directly as possible, wherever possible in a single sentence which goes straight to the point and leaves the reader in no doubt as to what the essay is about. The Examiner's attention must be regarded as something like water in a domestic tap — the flow of attention must be started by a crisp opening to the essay, and once attention has been aroused it will continue to flow, if the remainder of what you have written is to the point, until the end of the answer is reached. Then a crisp winding-up is required, as it were, to turn the tap off again. The ideal beginning-sentence or phrase must depend upon the subject of the question, but a very suitable one is a

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statement of some topical fact. An essay on tropical fish, for instance, might well begin with a reference to an exhibition of such fish recently opened, an answer dealing with gravity might begin with something from the pronouncement of the latest astronaut on the state of weightlessness – and so on. It goes without saying that a crisp beginning is not a well-worn-out one, and the reader will observe that on the subject of the essay about gravity we have *not* mentioned Sir Isaac Newton and the apple. Probably 90 per cent of the candidates will have opened the essay with a note of Sir Isaac's experience and observations, but we prefer something a little different. It is by producing something a little different that we intend to capture the Examiner's attention right from the very beginning of our answer.

Someone, somewhere, wrote that an essay must have a good beginning and a good ending and it does not matter very much what comes in between. That might be true of a short story, perhaps, but *not for an examination answer*. The Examiner is asking you to write not a memorable piece of prose, but a piece of prose which contains as many facts related to the question as you are able to remember and marshal together. When you have written your crisp introductory sentence, then go back to the technique so often advocated in this book – write down in pencil notes of as many relevant facts as occur to you, and get all your thinking done before you go any further with the written work. Perhaps you will find that you have noted down fifty ideas, or perhaps only five. If you have noted down only five and cannot think of any more, there is always the possibility that five facts are all you are supposed to know anyway, so don't be tempted to add all kinds of padding to your answer, but just use the five facts you have. If some tend to prove one thing and some tend to prove another, write all the evidence 'for' first, and all the evidence 'against' afterwards. On the other hand, if you have fifty facts written down, they will probably fall into different groups—historical, geographical, artistic, scientific,

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fiction-made-into-fact, and so on. Having sorted them into groups, then use one group at a time. It would be a good idea to use one group for each paragraph. The whole object of all this advice is to fix two ideas in the reader's mind – firstly, to think before you write, and secondly, to do the work in an orderly, scientific manner, presenting facts so that they flow smoothly one after another, instead of putting down higgledy-piggledy whatever happens to come to mind without taking account of order. The Examiner reading an answer written along the lines advocated in this book will know at once that he is reading the work of someone capable of *constructive, orderly thought*, and that is just what he or she is looking for!

Now for the ending. We have already described it – short, to the point, winding-up what has gone before. If you will read again the model answer on the discussion question as to the moon and its composition, you will find an illustration of such an ending.

A word to those entering University Examinations. The word 'University' is allied to 'Universe', and the universe is a very wide and comprehensive thing. To nearly every question, there is more than one side, and in your essay you will need to show that you are aware of this fact, in dealing with controversial questions you *must* show an awareness of the various points of view which are being or have been expressed in relation to matter you are writing about.

Many students wonder how they should deal with the religious aspect of life when answering examination questions, and this is indeed a matter of some importance. There is the student who feels, perhaps, that a slightly religious tone when describing the beauties of the Grand Canyon will go down well with the Examiner, other students have no religious belief and may be at a disadvantage when faced with a question suggesting that the Examiner probably *has* a religious belief! The best thing is to leave religion out of answers where its inclusion does not seem to be specifically required. The Examiner *may* be a religious man himself who will appreciate seeing the

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Niagara Falls described as one of the finest works of the Almighty, but equally he may have no religious belief and such a reference might possibly irritate him. Where the question does seem to require an opinion on a point of religion, the candidate must treat it with a certain amount of delicacy. If he has no personal religious belief, this does not entitle him to say that those who have such belief are wrong, and his best answer is something after the style that 'There is a reference in Scripture to the establishment of a rift in the rocky plateau as a result of a miracle having been performed, and although the candidate mentions it for the sake of completeness of his answer, he does not actually subscribe to that belief himself'. The Examiner is only human, he can be hurt by disparaging references to something in which he believes, and what possible good can come from irritating an Examiner unnecessarily?

The length of an essay is something which exercises the minds of many candidates, and every candidate should look out for any instructions on this aspect in the question itself. 'Describe fully' or 'describe briefly' are valuable indications as to the length expected, but generally from three to four pages of answer-paper or in the answer-book are acceptable. If there are a large number of facts or arguments to be mentioned, then more pages may be necessary, but seldom less than two pages will suffice, and three is a good average. Avoid padding an essay out – the Examiner is out for quality, not quantity, so use only as many pages as you can *usefully fill*. Where possible, maps and diagrams are a valuable adjunct to the written answer, and they should be included whenever the subject-matter admits of them. By writing one word on a map, for instance, it may be possible to save fifty words written in the answer. Information may be shown in tabular form as part of an essay-answer, but be careful not to use tabular matter only unless it is specifically asked for. Such questions would say, 'Show in a table . . .' or 'Demonstrate by means of a graph', etc. Other questions should be answered in essay form with

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the addition of a map or table referred to at the appropriate place in the text of your answer.

A final question with which we ought to deal is that of politics. Most examinations on geography, economics, commerce, industry, social development and so on are bound up closely with matters of party politics. The Examiner probably adheres to this party, or that one. He has been chosen as an Examiner because he possesses a number of qualities, one of which will doubtless be that he does not allow his private persuasion in the matter of politics to colour his opinion of an examination paper. He will be fair, and it would be a good thing for the candidate to be fair as well. If excellent progress has been made in some direction *solely* as the result of the activities of some political group, then that group may be mentioned in the answer as having brought about the excellent progress, or equally for doing so if it had caused an abysmal failure. One always identifies the Tolpuddle Martyrs with the Trade Union and Labour Movements, for instance, and a party may be named in regard to something with which it is customarily identified. It is another thing altogether to say in every paragraph, 'No thanks to the --- party that' or 'Because of the sense shown by the electors in voting ---' and so on. You are writing an answer to an examination question, not a political diatribe, and if you use the examination answer as a political platform you will not very greatly enhance your standing in the eyes of the Examiner. In questions where politics are not specifically required to enter into the answer — then leave them out altogether! The only exception is a paper on political science and here the candidate *must* be objective in his answers and scrupulously fair to all sides.

CHAPTER VI

WRITING A PRÉCIS AND A THESIS

For some reason which the author has never understood, a large number of examination candidates go entirely to pieces when asked to write a *précis*. Whether it is because at school they never really understood the meaning of the word 'précis', which is admittedly a ferocious one imported from foreign shores, or because for some other reason they just cannot understand what is required of them, may never be known, but so far as this book is concerned we mean to make the requirement perfectly clear to every candidate likely to be faced with it.

The most usual form of question is to ask the candidate to make a *précis*, sometimes limited to a certain number of words, of a given passage. Here is a typical passage, taken from a book on investment in stocks and shares:

'The rewards of successful investment are many; not only is there the profit to be obtained from increases in the value of the shares themselves, coupled with the income in the form of dividends which those shares produce, but there are many other kinds of satisfaction to be had. There is the pleasure of knowing that you have played the game successfully, the satisfaction of knowing that while the money has been invested it has been performing useful work not only for you but for the community as a whole, helping to produce goods for sale, helping to provide employment for others. There is an entirely new field of interest that opens up immediately the first investment is made, for the financial pages of the newspapers,

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which before have probably been only a meaningless mass of figures, suddenly make sense and provide an exciting daily interest as the columns are searched to see what progress your shares have made and how their prices have changed. Finally, there is the pride that comes of ownership, a shareholder is part owner of a concern.'

The length of this passage is more than a hundred and eighty words. Let us suppose the question on the examination paper is this :

'Write a *précis* of the following passage in not more than sixty words'.

First of all, we must consider what a *précis* actually is. The best word to describe it is probably to say that a *précis* is a *summary* of the passage in respect of which it is made. The *précis* must be shorter than the original passage – it would not be a *précis* otherwise. It must cover all the points covered by the original, stating all the important facts, but in fewer words. *Nothing must be introduced into the précis which does not appear in the original.* The candidate is not asked to give any opinion on the contents of the original nor to draw any conclusions from it. He has merely to re-write the original in fewer words, maintaining the sense accurately, without introducing new matter or stating any opinion or making any comment. To do this, he must know what the original passage is all about and in the examination room ought to read the passage twice at least. Let us read the passage reproduced above. What is it about in general? Well, it is a statement of the rewards of successful investment. Let us pick out the rewards the writer names – they are profit, income from dividends, pleasure of knowing one has been successful, satisfaction that money has performed useful work for the investor and the community, and new interest derived from the financial pages of the newspapers. The candidate, having picked out these essential points, will then note that although the original is 182 words

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long, he is allowed only 60 words for the précis – that is, for every three words in the original he may use only one.

The writer of the original has introduced his subject very briefly – ‘The rewards of successful investment are many’. There is a certain ring about this phrase, and as it contains only seven words it is worth including in the précis in full.

Note that the salient points were ascertained before any attempt to write the précis has been made – the noting of the salient points corresponds with the pencil rough work described in the previous chapter. Now, for the actual précis, each point must be included and expanded so far as the word-limit permits. Here is a model answer:

‘The rewards of successful investment are many; they include profit from increases in share values and income from dividends. There is the pleasure of success, and satisfaction that the money has been used to benefit the investor and the community. The financial columns of the newspapers take on a fresh interest for the investor, and he takes pride in ownership.’

And there, in sixty words, is everything that the writer of the original said in three times as many.

You may be tempted to ask why, if the essentials can be covered in sixty words, the writer of the passage used 180. The answer of course is that he was writing a *book*, something intended to give pleasure to its readers as well as to convey information to them. The précis you are asked to write is not intended to be read in a comfortable arm-chair – it is intended for the ultra-busy man to whom every moment is of the utmost importance and who has not the time to read lengthy expositions which he regards as solely for the more leisured. The reason why the Examiner asks *you* to write a précis has nothing to do with ultra-busy men, it is simply that the Examiner wishes you to show him that you have the ability to pick out the important points of a given passage and to reproduce them readably in other words. Now read the model

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answer again, and note that it flows just in the same way as the original. It is not sharp and telegraphic, and no précis written for an examination should ever be telegraphic. You know the telegraphic style – SORRY UNABLE MEET WEDNESDAY HOPE YOU WELL CAT HAS DISTEMPER ALICE. This must be avoided at all costs, and the précis must be written in good English. Once again let us repeat the rules, include every important point in the original, do not introduce new matter, do not argue with the original, express your own opinion, or draw conclusions. Attention to these points will ensure a satisfactory offering at the examination.

Précis of correspondence

Commercial examinations may call for a précis of correspondence. Here, the candidate will be given the text of a series of letters, and his duty is to provide a short summary of them, giving the salient information from each. Here is a specimen series :

(1)

WESTOBY & CO.

8th January

Dear Sirs,

We are anxious to acquire fifty ex-Government motor-cycles for disposal through the retail trade. They should be in good repairable condition and our price limit is fifteen pounds each. If you are in a position to offer machines at this price we shall be glad to receive your quotations. We could pay cash three months after delivery.

Yours faithfully,

WESTOBY & CO.

Messrs Govsurp,
London.

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(2)

GOVSURP.

11th January

Dear Sirs,

Thank you for your letter of the 8th instant. While we have fifty machines as described by you which we can offer at £15 each, we feel that your stipulation of three months' credit is a bit unreasonable. These transactions are normally on a cash-with-order basis and we are anxious not to depart from those terms.

Yours faithfully,

GOVSURP.

Messrs Westoby & Co.,
Manchester.

(3)

WESTOBY & CO.

14th January

Dear Sirs,

We thank you for your letter of the 11th instant, and while we appreciate your views on the matter, we must remind you that in the motor business generally credit is not an unusual feature. If we are to pay cash, which we are quite able and prepared to do, we suggest a 2½% discount as more in keeping with present-day practice.

Yours faithfully,

WESTOBY & CO.

Messrs Govsurp,
London.

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(4)

GOVSURP.

18th January

Dear Sirs,

We have carefully considered your letter of the 14th instant and, whilst we are ready and anxious to do business with you, we regret that this class of transaction does not permit of the cash discount you require. For this order only, however, we would be prepared to allow one and a quarter per cent discount for cash payment with order, for a minimum quantity of 50 machines.

Yours faithfully,

GOVSURP

Messrs Westoby & Co.,
Manchester.

(5)

WESTOBY & CO.

28th January

Dear Sirs,

Thank you for your letter of the 18th instant. We are grateful that you are willing to meet us in this matter, and have pleasure in confirming our order for fifty machines at £15 each, less $1\frac{1}{4}\%$ discount for cash with order. Our cheque is enclosed, and delivery should be made to our Palm Beach works.

Yours faithfully,

WESTOBY & CO.

Messrs Govsurp,
London.

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This is a collection of five letters, all related to an order for goods and concerned with the price to be paid. Your précis should be short, noting essentials only, and here is a model:

CORRESPONDENCE ON ex-GOVERNMENT MOTOR-CYCLES

<i>From.</i>	<i>Subject.</i>
Westoby.	Asking for supply of 50 machines on three months' credit.
Govsurp.	Pointing out normal terms cash with order.
Westoby.	Saying willing pay cash with order subject to $2\frac{1}{2}\%$ discount.
Govsurp.	Suggesting $1\frac{1}{4}\%$ discount best available terms.
Westoby.	Confirming order 50 machines at £15. Enclosing cheque less $1\frac{1}{4}\%$ discount. Delivery to Palm Beach works.

This type of précis is more like an index, but it contains the essential points of the letters, and the course of the negotiations is quite plain to the reader who has not seen the original correspondence. The difference in treatment of this type of question and the literary type given earlier in this chapter must be clearly understood and no attempt should be made to deal with the first kind of example in a tabular answer such as is used in the second.

THE THESIS

Included in the syllabuses of the examinations for the London University Diploma in Geography and for most, if not all, Doctors' Degrees, is a requirement to write a thesis. Normally, until the student is faced with this requirement, he has not thought very much about a thesis of any kind, but it is important to realize at the beginning of study for any

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examination in the course of which a thesis is required exactly what is implied.

In its form, a thesis is much like an essay, but it is not written during the examination, the normal requirement being that the thesis shall be submitted separately, in the case of the Diploma in Geography examination the thesis must be sent to the University before the examination begins, and in the cases of the Doctors' Degree requirements of some Universities, the thesis *is* the examination and nothing beyond it is required.

It is essential to consult the examination regulations and to follow the requirements laid down very carefully. Normally, the candidate is expected to obtain approval of the title of his proposed thesis some time before the examination, often as much as a year beforehand. In the case of the Diploma in Geography examination, the author once obtained approval for a thesis on the title, 'The country town of Staines, with reasons for its growth and development'. Since this was for a Diploma, it did not matter much whether anyone had written a previous thesis about the country town of Staines or not, but for some of the Degree examinations the title of the thesis must be original, too. Your thesis must be closely related to the subject of the examination, and there are detailed requirements as to how it must be presented. London University requires theses for some purposes in triplicate and this alone means that they must be three written. Sometimes the length is prescribed, and it may be as much as twenty-five thousand words, which means that in effect the candidate is writing a book. In such cases, there are careful instructions as to how the thesis must be made into a book and bound, and the measurements for the cover, etc., and method of binding must be adhered to, especially in the case of theses for higher Degrees since these are added to the University library and are expected to be permanent works for the benefit of posterity.

When approval has been received, the letter or other document conveying approval of the title must be carefully kept as it may have to be submitted with the thesis itself. In

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most cases approval of the title is not sufficient, and approval of the intended scheme or contents must also be obtained. The thesis is a mature work, and should be modelled upon the style of a book – an introductory chapter, and successive chapters each developing a particular theme of the main subject. It is better to keep each chapter like a watertight compartment dealing with its own theme only than to produce a long, rambling work with the same themes interwoven and running from one end of it to the other. Humour does not have its place in theses, but graphs and plans most certainly do and opportunity should be taken to illustrate your thesis whenever possible. Enquiry ought to be made as to whether photographs may be utilized to illustrate the text and if this permission is given it should be acted upon, provided that the photographs used are of good standard and workmanship. Glazed prints made with a hard-contrast developer on a hard-contrast paper are best, and they should be as large as the format of the thesis will allow. A good deal of study and preparation *must* be put into the thesis, and it must reflect fully the work or research of a year or more in detail and be written with competence and precision.

CHAPTER VII

VIVA-VOCE AND PRACTICAL EXAMINATIONS

Viva-voce examinations and practical examinations are met with where certain subjects are concerned -- the *viva-voce* most frequently in foreign-language tests, and *practical examinations* in chemistry, bacteriology, and engineering as well as certain aspects of medicine and other scientific subjects.

Viva-voce examinations

The viva-voce examination is the 'practical test' in the language subject, and here the candidate, having completed the written translations from and into the foreign language concerned, finds himself ushered into a room with a table at which the examiner is already sitting. The candidate ought not to expect the Examiner to greet him in English -- the greeting and invitation to be seated will usually be in the language which is the subject of 'he examination. The candidate must, therefore, be able to recognize simple conventional phrases of greeting when spoken in the chosen language, also the invitation to be seated, and perhaps a request to hand over books or papers. The preliminaries being completed, the Examiner may then ask the candidate to suggest a topic on which he feels most competent to converse, and from then onwards what happens may well be determined more by the temperament of the Examiner than anything else.

The main thing about a 'viva' of course is that the candidate *must* be at his ease to put up a good performance, and only

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familiarity with the sound of the spoken language will help him to achieve this. In classes there is usually a good deal of practice in speaking languages, and the candidate can always ask the teacher if he will arrange a mock 'viva' session in which the preliminaries can be practised. Candidates who are studying by themselves would do well either to have a short holiday in the country where the language is spoken, if they can afford it, or to buy one or other of the many gramophone records which give conversations in foreign languages. Some of these record sets are amazingly cheap and the serious candidate should have no real difficulty in acquiring one.

It is a matter of prudence to be polite at all times in life, and a little more so to be polite to Examiners who are conducting a viva-voce examination. Therefore, learn the courtesy equivalents of 'please', 'thank you' and some title of respect such as 'Sir' thoroughly. Most distressing if you are courtously greeted by the Examiner and find you can address him in return only as plain 'Mister'. The Examiner will probably expect you to be a little nervous, and he will usually do his best to put you at ease. If he asks you something and you do not quite hear what he says, do not hesitate to say that you unfortunately did not hear all the question — speaking in the foreign language of course—and he will repeat it for you. Similarly, if you make a mistake in answering a question, do not hesitate to tell the Examiner you have made a mistake and start again. These explanations, too, are best given in the language concerned, so there are a couple more phrases for you to look up before the great day.

The practical examination in other subjects presents no difficulty of language, but there is a technique to be mastered for these examinations which is given below.

Practical examinations

It is one thing to describe in detail on paper how to dissect a guinea-pig or to demonstrate the properties of a chemical

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compound, but quite another thing to do the job in the presence of an Examiner. You may well find yourself in a strange laboratory or workshop, and having greeted the Examiner and been greeted by him, you will do well to ask for a few moments in which to familiarize yourself with the lay-out of the apparatus you are about to use. When you have done this, the Examiner will tell you what he wishes you to do. Make quite sure you understand the instruction he has given you, and if it needs any enlargement do not hesitate to ask for that amplification before you begin. Having found out precisely what is required, then you assemble your apparatus and raw materials, as it were, and begin. It is an excellent idea to give a running commentary on your actions as you perform them. Let us, for instance, imagine that the examination is in elementary laboratory technique and that the candidate has been asked to make and stain a blood-slide. Having got into convenient places a slide, a needle, and a microscope, with another slide nearby, a bottle of stain within reach and some cotton-wool handy, he might well begin :

'I take up this clean slide and satisfy myself that it is clean, placing it in front of me on a piece of filter-paper. Then I take the sterilized needle and make a small prick in my thumb, squeezing the thumb until a drop of blood appears. I then invert the clean slide over the thumb in this way so that the drop is transferred on to it, wiping the thumb at the site of the puncture with a piece of cotton-wool which has been dipped in spirit. Then I hold the second slide at this angle over the first, and in one quick movement spread the drop of blood evenly all over the slide, leaving it for a moment to dry. The next stage is to take the stain – and I carefully check the label on the bottle to make sure it is the right stain – and with this pipette place a small quantity of the stain on the surface of the slide so that the stain is evenly in contact with the blood. Then I will leave it for five minutes, and (at the end of five

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minutes) I now tilt the slide, discarding the stain. The blood-film has now been made and stained.'

And then you exhibit it to the Examiner, drawing the microscope near at the same time for the inevitable questions he will ask about the stained film.

By giving a commentary on everything you do, you let the Examiner see that you not only know what to do, but why to do it, and may well stall questions he would ask a less forthcoming candidate. Remember, of course, that you are being watched throughout the test, and be tidy throughout it, always observing any precautions or standard practices which ought to be observed in that class of work. Remember also to be polite and not allow eagerness or nervousness to detract from your work.

General

The advice given in an earlier chapter applies with equal force to the viva-voce or the practical examination. Be at the examination centre a quarter of an hour before the appointed time, dress comfortably without tight belts, loose tapes, or other distractions. Visit the toilet before the test begins - it may be impossible to leave a practical examination for this purpose without jeopardizing your chances. There are two additional rules as well - bring with you any raw materials which may be required in a practical examination, and in a practical or viva-voce test *never argue with the Examiner* except that where he makes a statement to you and asks you to comment upon it, you may tell him if you disagree with it and give him your reasons for such disagreement. Unless expressly asked to do so, however, it is most unwise to argue, even if you think the Examiner *has* mispronounced a word or is using or advocating an antiquated method!

The final matter is your own attitude. The Examiner is asking you questions to give you a chance to show him that you know the answers. Answer steadily and smoothly - don't adopt an

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aggressive eagerness to show what you know which may take on the appearance of pique at being asked simple questions. If the questions *are* simple, all well and good, you have a better chance of full marks, so why should you worry? Remember that people who stand upon their dignity are seldom much taller as a result.

CHAPTER VIII

STUDYING BY CORRESPONDENCE

The circumstances under which students are placed vary as much as the temperaments of the students themselves. There is one class of student, however, for whom study by a correspondence course is a necessity. Students fall into this class when :

- (1) They have to work for a living or are prevented by domestic or other duties from attending at regular classes of instruction on a full-time basis ;
- (2) They work long hours which make regular attendance at evening classes impossible, or are engaged on shift work, as for instance in a railway booking office, and have free time at a different period of the day for a week at a time, again making regular attendance at evening classes impossible ;
- (3) They work for a living and reside in a place where there are no evening classes, or the only available classes are inaccessible by reason of distance or for other causes ;
- (4) They have to work more slowly than an average class for some reason or other, or they wish to get ahead more quickly than the average class ; or finally
- (5) They suffer from deafness or other physical handicap which renders attendance at classes difficult or impossible.

There is no reason why persons falling into any of these classes should be denied the benefits of higher education, and

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they can all, if they wish, study for professional or university examinations (including the General Certificate of Education) by correspondence. The important thing is to choose a reputable correspondence college, of which there are many. The author of this book is not connected with any correspondence college, but has a knowledge of most of them, and is always prepared to answer letters on this or any related subject sent to him in care of the publishers. Having selected his correspondence school, the student should write for an enrolment form. The form will probably be designed to get information as to any studies he has successfully undertaken in the past, and may include other questions as to present occupation and the reason for which the student proposes to take the course. (It should be clear that such courses are often taken by students who wish to acquire knowledge for its own sake, and who have no specific examination in view.) On receipt of the completed form, the Registrar of the correspondence college will advise the applicant whether the standard course is suitable or whether perhaps a preliminary course may be necessary. The Registrar will also, naturally, be interested in learning how the student proposes to pay the fees, and the majority of reputable correspondence colleges are prepared to be very accommodating where the payment of fees by instalments is concerned. Whilst the primary business of the college is to help its students with their studies, the college is of course in business for profit, and the question of fees is necessarily an important one.

The average correspondence college offers such an excellent course for its fees that if the student completes the course the college probably gains very little from his enrolment. *Correspondence colleges make their profits from students who give up halfway.* The moral of this is not to enrol on impulse, but to satisfy yourself that you really do want to sit for such and such an examination, and make up your mind that you will complete the course and take the examination at the end of it. There are a few correspondence colleges who allow a student to

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discontinue payment of fees if he should discontinue his work, but these are in the minority.

Once the student has decided to take a course and made satisfactory arrangements for paying the fees, he will receive his first lessons from the correspondence college. Normally, the first package will contain three lessons in one subject, and as the student answers lesson 1 he will post the answers back to the college and the college will return the work corrected with lesson 4, and so on, so that the student has always a sufficient amount of work on hand. The tutor will, in marking the paper, make notes of corrections to the answers, giving his reasons, and the college will provide in addition a sheet of model answers which the student should compare with his own.

There are a number of opponents of study by correspondence, but the author, when engaged in the last war in very out-of-the-way spots in Africa and elsewhere, found such courses a blessing. Provided that the lessons are carefully studied, and the test papers worked conscientiously, correspondence study can be the most effective and most efficient of the lot, since the writing of every answer is a practice for the examination day, and the author has found that information learned from a correspondence course has a high degree of permanence. For instance, he took a course in Economics with one correspondence college, working the complete course, and never saw or read a single book on economics for four years afterwards, when he sat for a University Examination in the subject and passed it with a good margin of marks to spare. This is mentioned to show how permanent this kind of knowledge can be if the student is really keen and conscientious. *The whole thing about a correspondence course is that you must correspond!* Test papers are set, and the student must work them and return the work to the college for correction. There is very little need to worry about examination syllabuses if you take a correspondence course for your examination, since you can rely on every reputable college to keep up with all

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changes in syllabus, to keep its courses up to date, and to amply cover everything you will need for the examination. At the end of the course, the correspondence college will set a number of test examinations to show you where any weaknesses may lie, and will generally look after you as well as a class teacher could do. If any part of the lesson notes is difficult to understand, the student needs only to complete one of the 'enquiry forms' with which he is supplied, and the tutor will return it to him a few days afterwards with a full explanation of the difficult points.

The lesson notes are permanent, and students can usually keep them until after the examination – some colleges do not want them back at all. The corrected work is permanent too, and this is an advantage over class instruction where what is written on a blackboard is expunged at the end of the day and gone for ever.

In case it should be felt that any stigma is attached to correspondence courses, it would be as well to point out here that in the case of those examining bodies which ask the student to state his method of study on the entry form, this is never divulged to the Examiner. The student who studies for, say, a London University External Degree by correspondence is under no disadvantage at all – the Examiners do not know his name or his method of study or anything else about him except the evidence of his ability or otherwise as provided by the written-answer papers he submits. Students for certain examinations which involve practical work may be asked on their registration forms how they propose to study, and if they intend to take a correspondence course they should state the fact, since in the case of some examinations *practical* training is required which cannot be done satisfactorily by correspondence. All is not lost, however, since week-end or holiday courses in the practical work are always available and where the examining body knows that a candidate intends to study by correspondence it will advise him what practical work will be required in addition and when and where the study on the

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practical side can be done. To persons of certain temperaments and in certain positions as outlined at the beginning of this chapter, correspondence courses are ideal and in the hands of good and keen students a good correspondence course will produce excellent and wholly satisfactory results.

CHAPTER IX

AIDS TO MEMORY

The majority of educational subjects cannot be learned simply by memorizing a text-book, and this would be the very worst way to attempt to tackle them. There are, however, two notable exceptions—the study of law and the study of languages. Where the study of law is concerned, the student may often find himself having to recollect the wording of a part of an Act of Parliament, and here the need is for exact memory of the wording—misplacement of one word can alter the whole sense, and therefore make nonsense of an answer based upon the misremembered portion. Language-learning through most of its stages is simply a question of remembering that ‘chien’ means ‘dog’, and also of course that ‘dog’ means ‘chien’! We are going to suggest means of remembering such matters as these mentioned above.

Law

Acts of Parliament are drafted by drafters who are highly specialized in this very important kind of work, and the final test of an Act of Parliament will usually be whether the drafters have done their duty efficiently or otherwise. Every word has a meaning, sometimes indeed a meaning which has been specially laid down or ‘judicially defined’. Therefore, the student who has reason to anticipate a question requiring knowledge of a specified portion of an Act must somehow ensure that he knows it word-for-word and that his recollection will not fail

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him when the crucial time comes. We live in an electronic world, and electronics will certainly come to our aid when faced with a problem of this nature. Learning by heart is a result of repetition—provided that the thing to be learnt is heard often enough, it will be remembered. If the reader is a regular attender at some form of church or chapel, he will be surprised to find that when asked to do so he can remember half the prayers in the liturgy by heart, and could probably give the words of hundreds of hymns, none of which he has ever tried to memorize in his life! The key, then, is repetition. For examination purposes this cannot be achieved in church, so we turn to the modern tape-recorder, which forms an excellent medium for repetition work, and whole pages of Acts of Parliament can be memorized simply by hearing them, once or perhaps twice a day, played over on a tape-recorder. It is a strange thing, but if the person endeavouring to learn the passages makes the tape record himself, it will not be nearly such a good aid to memory as if someone else makes it – and we would recommend that a friend with a good voice for that kind of thing be invited to record the passages on to the tape. Then the candidate might play the tape once each morning – whilst shaving, perhaps, and once each evening. After a couple of weeks, he will find himself talking with the recorder – speaking the recorded passage in time with the spoken voice from the machine. In another two weeks he will KNOW it – and once learned in this way it is never likely to be forgotten.

Language-learning depends upon repetition, too, but here the method can be made a little more exciting, and spare time can be profitably used up as well by the method now to be described. Decide how many new words you wish to learn a week, and take that number of small squares of cardboard. On one side of each square, write the foreign word you wish to learn, and on the other side write its English equivalent. Put a handful of cards into your pocket, and when there is a spare moment, as for instance on a train or bus journey, take

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out a few of them. Look at one of them, perhaps it says, 'Topolo'. Turn the card over, and you will see 'Mouse'. Or, if you are learning French, perhaps one side of the card says 'Maison' and the other side says 'House'. The method of working is, having read one side of the card, to try to memorize what is on the other side. Don't just turn it over immediately, but try to recollect the opposite word. When you have hit it, check up by turning the card over. If you don't get it, then you will have to look! Either way, this is a valuable means of learning and memorizing words in language study, and it is very adaptable since if you find out that the English or foreign word has more than one meaning, you can add the subsequently discovered meanings on to your card and so from then on memorize both alternatives together.

Another very useful tip with language study is to obtain from the country the language of which you are studying some children's books of nursery rhymes or fairy stories with illustrations. Everyone knows simple English nursery rhymes, and simple fairy stories, and most of them are reproduced in other countries as well either as their original folk-lore or something which they have borrowed from us. There is, for instance, the story of *Red Riding Hood* – which has been translated into every European language. An illustrated book intended for a French child of five years old will give the same story as you learned at that age, and by reading it you will have little difficulty in recognizing the principal characters – the wolf, the forester, the child, the grandmother, and all the other immortals who go to make up the action of the story. In the case of nursery rhymes, there may not be such direct connection, but here we would advise the student to get a book of nursery rhymes nevertheless, and ask some competent translator to give him a good translation. The great advantage of nursery rhymes is that the student can sing them to himself, and it is usually possible to find some catchy tune to go with them. There we have a system of learning by the very pleasant

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occupation of singing to one's self. What could be easier and nicer?

Taking notes

Students at university colleges soon meet with another aid to memory – the taking of notes, but their notes are usually taken at a great pace to keep up with a hard-pressed lecturer, and these are notes taken 'of necessity' rather than for the benefit they will give to the memory. We are not concerned in this chapter with that kind of note-taking, but rather with writing your own notes. If you go to a lecture which is based upon pages of a text-book, you will not have many notes at all at the lecture, since the matter is printed in a book which was in front of you all the time, and again if you are studying by correspondence or on your own initiative, there is not even a lecturer involved. No matter how you study, there is great benefit to be obtained from writing out your own notes from time to time. One good way is to decide to write down all you can remember about a certain lecture or a certain text-book lesson. Write it all down, and then afterwards very carefully check what you have written alongside the actual lecture notes, the text-book, the correspondence-course lesson or whatever else you use as your source of information. This serves the very helpful purpose of confirming you in the correct ideas you hold, pointing out errors in your belief where they occur, and perhaps reminding you of some important point you would otherwise have forgotten. These rough notes are for the benefit of your memory only and – since nobody is ever likely to get anywhere with a paper memory – they can be destroyed as soon as they have served their purpose. Many students find a good deal of difficulty in drawing outline maps at examination times – again this trouble can be overcome by drawing an outline map of a given country or area when you are travelling in a bus or at any other spare moment, keeping it until you have an opportunity to get hold of an atlas, and then comparing what

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you have drawn with what appears in the atlas. You can learn to draw very fine outline maps in this way, and at the same time get some fun out of doing it. Once you can turn study into fun, you are half-way up the ladder to success already.

CHAPTER X

ILLUSTRATING YOUR ANSWERS

The completed answer book or paper, whatever the subject, must present a neat, orderly and attractive appearance if it is to impress the Examiner favourably from the start, and in most subjects there is considerable scope for illustration of answers in one way or another. We propose to deal with most of them here and candidates will do well to bear these remarks in mind.

Sketches

Sketches will serve to illustrate answers to questions on Geography, Chemistry, Engineering, Science, and to extend answers on mathematical method and experiment. The ideal sketch is the simple one, for two reasons – firstly that examination time is precious and ought not to be wasted in making elaborate drawings, and secondly that the sketch must show a mastery of the subject-matter and be accurate in all respects. If it is demonstrating a simple fact like the method of finding the volume of a solid by immersing it in water, the greatest care must be given to detail - the jar must be shown as completely filled before the experiment begins and the outer bowl must also be shown to be empty of water and simple line-drawings are the only way of making such diagrams satisfactorily. Embellishments may be taken to be something which they are not, and curves or squiggles added to give a pleasing effect may serve only to mislead the Examiner into thinking that some vital point has not been understood by the candidate. Differentiation can best be shown by shading or hatching of the areas or portions of the drawing to be set apart,

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and here simple cross-hatching is infinitely preferable to complicated patterns of dots or squares. It is customary to accentuate the coastlines in sketch-maps by little hatchings outwards from the coast, as it were, and provided that they are short and neat the effect is greatly enhanced, but if long lines are drawn all over the sketch the result is untidy and the benefit of the effect of the hatching is lost altogether.

Photographs

In the cases of theses and study note-books which have to be produced to the examiner, photographic illustration is often the best. A note-book on geology, for instance, is all the better for a photograph showing layering of different types of soil as a result of deposition, or for showing the effect of weathering on exposed portions of cliff or other rock. Photographs cannot be used to illustrate papers written under examination conditions, of course, but work which has to be done beforehand is greatly improved by suitable illustration of this nature.

Graphs

Neatly drawn graphs enhance an answer tremendously, and give the impression that the candidate really has a grasp not only on his subject but on orderly and striking presentation of his knowledge. Care should be taken to draw the graph with the interval lines correctly spaced, to ensure that the axes, horizontal and vertical, are correctly labelled and graduated, and overall neatness must be aimed at. Points are better shown by very small crosses intersecting than by dots surrounded by rings, since these can seldom be made all the same size and so present an untidy and irregular appearance.

Maps

An excellent means of setting forth geographical knowledge is the inclusion of a sketch-map in your answer, and care must always be taken to express the scale of the map since without

this the main impact is lost. Sketch-maps cannot be drawn accurately to scale, of course, but an indication of, say, '1 inch to 250 miles approx.' is a useful guide and serves to show that the principles of mapmaking and interpretation are understood by the candidate.

Tables

A wealth of information can be contained in a statistical table, and these tables are very useful to *summarize* answers to many kinds of examination questions, but unless specifically directed to do so in the question, you should *never* present an answer solely in tabular form – a few lines of introductory or explanatory matter is essential to give a well-balanced answer to the question.

Some candidates, somehow, obtain an impression that maps, diagrams and tables are so much better if they are executed in all the colours of the rainbow. This is quite fallacious, and in examination papers it should seldom be necessary to use anything in addition to red and black ink, unless in papers such as those on geography subjects it is necessary to show by colour shading a number of different climatic areas or commodity producing districts, etc. If this kind of question is likely to be encountered, a box of coloured pencils should be taken to the examination room, and these should be of good quality and such that when used they will not 'rub' or smear. Such aids should be used very sparingly, however, and only where the question invites their use. Remember throughout the examination that a well-presented answer is much more likely to be appreciated by the Examiner than an untidy hotch-potch of facts and figures, and that illustration of answers helps to relieve the tedium of marking answer papers in quantity, but nevertheless that the diagrams, etc., *must* be quite accurate and made with extreme care since, because they attract attention more than the rest of the completed page, they will also attract criticism as well.

In papers on chemistry subjects illustration of experiments

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is quite essential, and there are many excellent sets of cheap stencils with the outlines of flasks, retorts, etc., on the market. A set of these stencils is an excellent investment, and it is a good idea to bring a new set to the examination, but *do* try it out the day beforehand — if you have not used a particular set of stencils before, it is all too easy to start a drawing of an experiment and find that because the stencil outlines are a bit bigger than you thought they were, it is not possible to get the whole of the set-up into the space available, and that would be quite disastrous in an answer to an examination question. Using the set once before the examination will show up any defect in the outlines, too, and help you to remedy any such defect so as to be able to produce perfect work on the day.

PART TWO

CHAPTER XI

THE 'ELEVEN-PLUS'

The whole of this chapter is addressed to parents or guardians of children who, sooner or later, will be taking the 'eleven-plus' examination at their schools. It is the desire of every progressive and right-thinking parent that the child shall have a better chance in life than his forebears had, and it is recognized that education is one of the essentials to the full enjoyment of life and the attainment of success. Hence, it is the wish of almost every parent or guardian that the child or children in their care shall place a foot firmly on the ladder by being successful at the 'eleven-plus' examination, which is generally recognized as the first step to a fuller education.

What can the parent do to assist the child in passing the examination? When is the time to start such preparation? What is needed in the way of book-learning, and are there any other requirements? We intend in this chapter to have a plain talk on this subject, and to offer guidance which parents and guardians will do well to accept.

Preparing for the 'eleven-plus'

When should a parent begin to prepare a child for success in the 'eleven-plus' examination? At the age of five or six, we

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should say! Most children have commenced their school lives at that age, and a few months after beginning their infant studies comes the time when the child, greeted as he or she arrives home after a day's schooling, says suddenly, 'Mummy, we are going to have a test tomorrow'. Though it may be only a matter of matching shapes or colours or counting beads on a frame, this little test is THE CHILD'S FIRST EXAMINATION. The young one will scarcely realize that, of course, but you must realize it, because on your answer to that excited remark the whole of the child's educational future may very well depend. If you say, 'Oh, dear me, I am sorry to hear that, I hope it will be all right,' you have done the child a great disservice. If you say, 'Oh, don't bother me yet because the toast is burning,' you have done an equally great harm, but if you say, 'Well, dear, how very nice that is - you will be able to show teacher and mummy all you have learned', you are setting the child off on the right path for success in examinations and in life. You will have given the impression that an examination is something pleasant, to be looked forward to instead of feared, and something which will enable the child to show how much attention has been given to lessons and to gain a pride in achievement, even at that early age!

These first impressions last a long, long time, and once you have established that an examination is something to look forward to (and to work for as well) and that it is under *no* circumstances anything to fear, you have created the positive attitude to examinations which can produce such benefits later on.

Assisting the child

So many parents feel called upon to help their children from the first day they attend school, preparing the child for a mad race in which he must always be top of the class, often producing a little neurotic, and sometimes breeding a self-opinionated, over-proud and too-much-admired infant prodigy

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that will gain nothing but the contempt of all who have the misfortune to know it well.

Is there no middle course, you ask? Yes, of course there is! That middle course is one of cheerful encouragement, of a very close interest in the progress the little one is making, and the introduction of a little humility as a leavening to the character. For the first few years, the parent need never interfere with the teacher, until the child is nine, say, there is no need whatever to supplement what is taught at school, but at the age of nine the position arises that the parents *can* be very helpful if they know how! It often happens, however, that parents, with all the many things they have to do every day in earning a living or running a home, just cannot remember when the time comes exactly how the product of ' a plus b all squared' is arrived at, and to assist a child with work which one does not know one's self is asking for trouble in a big way. First there is the danger of teaching the young mind something which is just not true, and second there is the point that a child usually respects its parents for their knowledge and, when the little one finds out that he or she can do things which mummy or daddy cannot do, there is an end to that perfect trust and reliance which is such a valuable part of the parent and child relationship. If the parent does not know how to do the simple things which are done in class as preparation for the 'eleven-plus' examination, the best thing is to obtain a book and quietly read the subject up before you begin to help. Not *any* book – because, alas, as one grows older the ordinary school text-book appears ever more incomprehensible, but there are a number of excellent books intended for the adult student which express the same truths in a much more readable and simple manner, and these are the books the parent should obtain for his own use before attempting to instruct the child.

'Tradition of learning'

It is much easier for a child to acquire the knack of learning where there is a 'tradition of learning' in the home. If one or

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other of the parents has received a good education, the child will sense this and be very much encouraged and comforted by the knowledge that mummy or daddy has trodden the road before him. It was not always possible for us who are now middle-aged or beyond to expend the time or the money which would have been required to provide a 'good' education for ourselves – in all too many cases there was the need to look after much more elementary requirements – to get a job and earn money, to help an invalid at home, to perform long and exhausting hours of work leaving no room or energy for studies, or to do any of a hundred things which means that what is now called continued education was quite an impossibility. Does this mean, then, that our children must be at a disadvantage? The answer is that it *need* not, but there is probably no more lonely or discouraged individual than the girl or boy pursuing a course of higher education which goes right over the heads of parents and friends, for such a child must walk alone – unable to discuss problems with those who cannot understand them, unwilling to mention achievements to those unable to appreciate what work has been involved. Younger parents can overcome this difficulty – nowadays there is more leisure, there are more evening classes, University Extension courses and those run by the Workers Educational Association and other movements bring education almost to the back door, and correspondence colleges push it right through the letter-box! There is no need today for the parent to feel inferior to the child, no need for the child to walk a lonely path when the parents can so easily place themselves (or even one of them will do) a few steps ahead on the same road! The time to make this preparation is when the child is about six or seven, and if you are a parent fortunate enough to be able to help in this way you will gain ample rewards in the years ahead.

The reward of learning

It will not be enough for your child to be *learned*, he or she will need to be intelligent too! Please do not begin to treat the

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child in its early years like a donkey. A donkey, you will recollect, often has to be given material encouragement, and many years ago someone conceived the idea of holding a carrot on a long stick so that the donkey went forward when he saw a carrot in front of him. Too many parents think that the education of their child should be encouraged along the same lines. They offer sweets for passing this examination, football boots for that one, and a bicycle for the eleven-plus! Don't do it! The child is not a donkey, although if you offer this kind of inducement you are doing your best to convert it into one. Let the child realize that *knowledge is its own reward* and *learn because it wishes to do so!* Christmas and birthdays and holiday times offer plentiful occasions for giving presents, and there is no need to tie gifts to examination or test results. What so often occurs on these occasions is that if the child fails the examination the present is withheld, causing resentment, or the gift is given nevertheless, making nonsense of the whole arrangement and causing the parent to look a good deal more spineless and weak-kneed than is probably the case. The child's best reward is the silver or gold star for test proficiency and the restrained praise he or she obtains for a good performance. Note the word 'restrained'. A few words of simple praise and encouragement will do – don't lay it on too thickly, or you will have an unbearable child with such a self-centred nature that more than education will be needed in later life to enable it to achieve the true happiness which should go with success. By all means mention successes to friends and relatives, but do not enlarge upon them in the child's hearing to any great extent. Remember the person who wrote somewhere that the best thing about a baby is that it does not go about everywhere with its parents' photographs in its pocket, and you will see what we mean.

Reverting to the subject of presents, there is nothing against a gift to celebrate an occasional good success, but it is wholly wrong to make a gift conditional upon a future

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success or, as it were, use it as a bribe to get a few extra marks. Once again, please don't do it!

Nerves in children

We hear so much nonsense talked about examination nerves in children. A child is like a young animal, it fears nothing until it has reason to do so. It will grasp at a hot coal until it learns not to do so, or until it has been warned not to touch such things. A child is not born with a fear of examinations, and no child has ever possessed 'examination nerves' at birth. If your child is to have 'examination nerves' it will be because *you* have caused such nerves to be communicated to him, either by a pessimistic attitude before the exam, by being frightened yourself about the result, or by making the child feel that an examination is an emergency something like being on the top floor of a burning building. If you adopt an attitude of calm confidence, so will the child. If the child becomes a little nervous wreck, it is because *you* have made it so. Follow the advice already given, when the child announces the first examination, say, 'How nice!' and show a confident, loving interest. And for goodness' sake, do not fill the young mind with forebodings of failure or paint black consequences of coming second on the list! Examinations have their place in life – they are not life itself!

The 'eleven-plus'

Soon the time will come when the child actually faces the 'eleven-plus' examination unless it (the examination, that is) is abolished in the meantime. Put out of your mind altogether the idea that failure in the 'eleven-plus' means an end to education. Passing the 'eleven-plus' makes further education more easily accessible, of course, but elsewhere in this book you will see that, 'eleven-plus' or not, anyone who wishes can study for the highest University Degrees. Never mind the neighbours or aunts and uncles – if the child does not succeed in the 'eleven-plus' it has nothing to do with neighbours and relatives. Don't

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try to keep up with the Joneses by forcing the child, frightening the child, and possibly mentally injuring the child by nagging that he *must* pass the 'eleven-plus'. The more you do this, in fact, the less he or she will be likely to succeed. Let the child take it calmly, simply doing his best, and you must take it calmly too. Help with the homework by all means, *so long as you know it yourself*, offer encouragement at all times, but never nag the child and never threaten it. Nagging and threats about an examination to be taken at the age of eleven are milestones on the way to the mental hospital – you don't want the child to end up there, now, do you?

On the day

Get the child to bed early the night before. Why not let him or her read a fairy story or something like that? It will bring about refreshing sleep. In the morning, get the child off to school just as you would on any other day – a good breakfast, of course, but nothing heavy. A good-luck kiss for the examination. That's all! But be sure the child is comfortably dressed, neither too hot nor too cold, no loose tapes or tight belts, and *no emotional* disturbances before he leaves!

Awaiting the result

To say that you and the child will be interested in the result is of course putting it mildly, but here you have to show some of the qualities which all adults imagine themselves to possess! Patience is needed, and you must communicate calm patience to the child too. Perhaps the result is two months ahead. To you, two months will go fairly quickly – to the child it seems the whole of a lifetime (remember how often you have said that the years seem shorter now?) If you know your subject and the child wishes it, you can discuss his answers with him in the form of a mild inquest, but if you are not very good at formal education yourself such things are much better avoided. Tell yourself that even if the child has failed this is not the end – the sun will still rise tomorrow, and he may yet outshine the

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luckier ones, as we will call them. Don't, whatever you do, mention the examination at every mealtime - just forget it as much as you can and try to let the child do the same.

The result

At last the result will arrive. If favourable, a few words of congratulation and, if you *must* do it, a gift or special treat will suffice. If unfavourable, a few words of consolation and, if you *must* do it, a gift will suffice. Yes, WILL SUFFICE!

And why will it suffice? Because, if the child has passed the examination, the next move will be planned for you by the educational authorities, and if the child has failed the 'eleven-plus', there is no second chance and there is nothing you or anyone else can do about it - but see the later chapters of this book which will show you alternative routes to success. ~

CHAPTER XII

THE GENERAL CERTIFICATE OF EDUCATION

The General Certificate of Education Examination is intended not only for purposes of qualification for University Entrance, but also as a nationally recognized standard of educational attainment. It will exempt the holder from the Preliminary Educational Examination of many of the professional societies, as may be seen by a study of the chapters of this book dealing with professional qualifications. Business houses, banks, etc., regard it as giving proof of ability for appointment to junior posts, and because of the standardization effected by the Ministry's approval scheme, it is accepted as having equal value in all parts of the country. We shall deal here with the General Certificate of Education Examination of the University of London, but the Examination is held by a number of Universities and Joint Boards throughout the country and it must be understood that the subjects shown in this book are those of the University of London only – some of the northern Universities, for instance, include in the syllabus for their G.C.E. Examinations such subjects as Seamanship, Navigation and Astronomy, which will not be found in the London syllabus at all.

The reason we have chosen London University for the purpose of this book is that we suspect that the majority of those who read this section will be students earning their own livings who cannot attend full-time at a college, and whose academic ambitions must therefore be confined to the examinations and degrees of the University of London, which, as has

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already been explained, admits External Students to membership.

The General Certificate of Education Examination is open to *everyone* who complies with the age-limit requirement. It does not follow, of course, that *everyone* will pass the Examination – indeed if this were the case much of its value would be lost – but at least we all are on a level footing so far as *entry* to it is concerned. Candidates must be of a minimum age of sixteen years if they are not entered through a school or college (in such cases they may be allowed as a special concession to sit at an earlier age), and may enter for their subjects (provided papers are set – see table following) at the Ordinary, Advanced, or Scholarship Levels. A candidate may not sit for two levels of a subject at the same time, but if he sits for an Advanced Level paper and does not quite make the grade, he may be awarded an Ordinary Level certificate in that subject if the Examiners consider it desirable. Candidates who have passed the Advanced Level examination in a particular subject may not subsequently enter for that subject at the Ordinary Level, but they may enter at Advanced Level again if they wish to test their knowledge of recent developments in knowledge of the subject concerned, and similarly those who have passed at Ordinary Level may present themselves again at Ordinary Level as many times as they wish to test their knowledge of modern treatment or development of the subject.

External Students (whom we shall term ‘private candidates’ in the rest of this chapter) *must* obtain the current Regulations for the examination for which they propose to sit, since otherwise without consulting the examination time-table they may enter for subjects being held at the same time and this will create difficulties unless the necessary arrangements can be made beforehand. The present price of the Regulations is 1s. 6d., post free, and candidates should ask for an entry form at the time they apply for the Regulations.

Papers at ‘O’ and at ‘A’ Level may be offered by anybody, there being no upper-age limit, but papers at ‘S’ (Scholarship)

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Level should be offered only by candidates for Government Scholarships, and no certificates are issued at 'S' Level. At the Ordinary and Advanced Levels certificates are issued to all successful candidates stating the subject(s) in which the candidate has passed, with his or her full name and date of birth and the centre at which the examination was taken.

Fees

The present scale of fees for the General Certificate of Education Examination of London University is:

For *entry* irrespective of number of subjects....10s.

For each Ordinary Level plus subject.....10s.

For each Advanced Level and/or subject.....£1. 5s.

Thus an entry for three Ordinary Level subjects, at present rates, would cost £2. - i.e. 10s. for the initial entry fee and 10s. for each of the three subjects.

In addition to these University fees, there is in many cases a local fee to be paid for the use of the examination hall in which the examination is held. At London University's centres the local fee is 15s., in other parts of the country fees vary.

Examination venues

Examinations are held twice a year – in Summer (June and July) and in Winter (January). At each Examination private candidates can arrange to sit in London, and also at about twenty provincial centres throughout England and many others throughout the British Commonwealth. A list of centres is given on the instructions accompanying the entry form, and in some cases approval for a candidate to sit at a local centre

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must be obtained by the candidate concerned *before* his or her entry is sent to the University.

Subjects of examination

ORDINARY LEVEL

English Language, English Literature, Geography, History, Ancient History, English Economic History, Economics, British Constitution, Logic, Religious Knowledge, Greek Literature in Translation, Latin, Greek, French, Italian, German, Spanish, Russian, Classical Hebrew, Pure Mathematics, Additional Pure Mathematics, Applied Mathematics, Physics, Chemistry, Physics with Chemistry, General Science, Additional General Science, Botany, Biology, Rural Biology, Geology, Geometrical and Mechanical Drawing, Elementary Surveying, Human Anatomy Physiology and Hygiene, Art, Music, Domestic Subjects, Handicraft, Commerce, Principles of Accounts.

In addition the following languages have been approved at the Ordinary Level:

Afrikaans, Albanian, Amharic, Classical Arabic, Armenian, Bahasa Indonesia, Bengali, Burmese, Chinese, Czech, Danish, Dutch, Estonian, Ewe, Fante, Finnish, Ga, Modern Greek, Gujarati, Hausa, Classical Hebrew, Modern Hebrew, Hindi, Hungarian, Icelandic, Igbo (Ibo), Irish, Japanese, Latvian, Lithuanian, Malay, Maltese, Marathi, Norwegian, Pali, Persian, Polish, Portuguese, Roumanian, Sanskrit, Scottish Gaelic, Serbo-Croat, Siamese, Sinhalese, Slovak, Slovene, Swahili, Swedish, Tamil, Turkish, Twi, Ukrainian, Urdu, Vietnamese, Welsh, White Russian and Yoruba.

ADVANCED LEVEL

English Literature, Geography, History, Ancient History, English Economic History, Economics, British Constitution,

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Logic, Religious Knowledge, Latin, Greek, French, Italian, German, Spanish, Russian, Pure Mathematics, Applied Mathematics, Pure and Applied Mathematics, Physics, Chemistry, Botany, Zoology, Biology, Geology, Engineering Drawing, Art, Music, Domestic Subjects and Handicraft.

In addition the following languages have been approved at Advanced Level, but papers in these languages can be taken at the Summer Examination only:

Afrikaans, Albanian, Bulgarian, Czech, Danish, Dutch, Modern Greek, Hungarian, Irish, Norwegian, Polish, Portuguese, Roumanian, Scottish Gaelic, Serbo-Croat, Slovak, Slovene, Swedish, Welsh, Classical Arabic, Classical Armenian, Classical Chinese, Classical Hebrew, Classical Japanese, Hausa, Pali, Classical Persian, Sanskrit, Sinhalese, Swahili, Tamil and Turkish.

Not all subjects may be offered at the January Examination, and this is one of the principal reasons why the candidate must acquaint himself with the time-table before submitting an entry to the University. In the case of some Mathematics and Science papers, entries may not be made in certain grouped subjects at the same examination - one must ascertain the current regulations in this respect from the explanatory memorandum sent to candidates with the examination entry form.

When a candidate has sent to the University a properly completed entry form in accordance with the regulations, he or she will in due course receive a *card of admission* to the examination. This card must be carefully preserved, firstly because the candidate will not be admitted to the examination room without it, and secondly because it gives his or her examination number. This number must be correctly copied on all answer books and papers, since it is the only means by which the candidate's answer papers can be identified by the Examiners. The examination is wholly anonymous, and the candidate's name never comes before the Examiners at any

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time during the marking of the papers. To avoid impersonation (the sending by a candidate of someone else to work his paper for him), the candidate must sign an identification slip at the beginning of the examination.

Limitation of subjects

A candidate may not sit *at the same examination* for more than five subjects at the Advanced Level and ten at the Ordinary Level (and few, we feel, would wish to do so!), but provided this regulation is observed a candidate over the years may sit for every subject in the syllabus, if he wishes to do so. We do not know whether this has ever been done, it is most improbable since there are so many languages involved, but there are many people who have sat for a great number of subjects at different times, and some people have offered the same subject, successfully, over and over again as a mental exercise the accomplishment of which gives them great satisfaction.

English

A recently adopted regulation provides that no candidate will be allowed to pass in a subject unless the answers are expressed in an orderly manner and in good English. As to the meaning of 'orderly manner', read Chapter III of this book and you have an excellent example of orderly presentation before you.

Results

Private candidates receive their results direct by post from the University, usually about two to three months after the examination closes, and similarly those who have earned certificates will receive them by post direct from Senate House. After entering for an examination any change of address, quoting the examination number, must be notified in writing

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to the University in order that the results and certificates may be correctly despatched.

In the following chapter we shall have something to say about the choice of subjects at the General Certificate of Education Examination and will offer some brief notes on the syllabuses for certain subjects.

CHAPTER XIII

CHOICE OF SUBJECTS AND NOTES ON SYLLABUS

Many candidates make their entries for the General Certificate of Education Examination without ever giving a moment's thought to the subjects they are taking, and the result often is that they obtain certificates in such extraordinary combinations of subjects as to be of virtually no practical use to them whatsoever when they wish to proceed to higher examinations. In the careers section of this book it will be found that whilst the general qualification for exemption from the preliminary examination is a certain performance at the G.C.E. Examination, there are in many cases certain compulsory subjects, and the position is exactly the same where many of the Degree examinations of the University are concerned. Students in their first and second years often find the need for a basic grounding in a certain subject which is not taught as part of their first- or second-year courses, and these are the subjects which they *should* have taken at the G.C.E. Examination. If you are intending to go forward to a Degree, you should study not only the G.C.E. Regulations but also the Degree Regulations, and from a perusal of the latter you will be able to determine the most useful combination of subjects to offer at the G.C.E. Examination. This will seem to many to be a piece of most elementary advice, but nevertheless there are hundreds of thousands of students today who bitterly regret not having received such advice when they began their studies leading up to University entrance.

The private candidate who hopes to take external examinations must also be guided right from the start by the syllabus

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requirements for the subjects of his choice. Is there practical work to be done, and if so has the student the facilities for doing it? Is there a viva-voce examination, and if so will the student be fluent enough to tackle it? And finally, will the set books prescribed for this year's examination see the student through for next year if he decides to defer his entry? These are questions of the greatest importance and we shall deal with them in the remainder of this chapter. We do not attempt to give the syllabuses of the many subjects here, but we have given small notes and helpful hints which will be of value in deciding what subjects the candidate may be able to offer, especially if he has limited time and means for practical work at his disposal. The candidate *must* always acquaint himself with the University's current regulations and syllabuses before even sending in his entry form or beginning to plan his studies for any particular subject.

Syllabus notes

Again we emphasize that these are short notes intended only to point to special features of the syllabuses for the various subjects and to give extremely brief advice to candidates.

ENGLISH LANGUAGE

This examination can be taken only at the Ordinary Level, and the papers comprise a composition or essay for which an hour is allowed, and on one of a list of six subjects. The second paper, lasting two hours, requires a précis of a prose passage, questions to test general understanding of the language and alternative questions on grammar, vocabulary, punctuation, and paraphrase.

ENGLISH LITERATURE – Ordinary Level

The paper is of $2\frac{1}{2}$ hours and is designed to test the candidate's knowledge of 'set books'. There is usually one by Shakespeare, one by Charlotte Brontë, and often one by T. E. Lawrence. Alternative papers deal in a similar way with narrative verse,

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and throughout the emphasis is on the candidate's understanding of the work as a whole, the understanding of the different characters and the parts played by them.

ENGLISH LITERATURE – Advanced Level

Papers on set books, especially Chaucer and Shakespeare, with emphasis on understanding of subject-matter: papers on books from a general list including both poetry and prose.

GEOGRAPHY – Ordinary Level

Map reading and interpretation, the physical basis of geography, chief land forms, and knowledge of major climatic regions as well as the broad outlines of human world geography. There are two papers of two hours each, the second paper containing questions on selected regions and candidates will be expected to have made a study of their home area.

GEOGRAPHY - Advanced Level

Three papers in all, with map work, physical and human geography, and regional geography. The Royal Geographical Society offers a prize in connection with the Summer Examinations at Advanced Level.

HISTORY – Ordinary Level

One paper, candidates have a choice of period in English and in European history questions.

HISTORY – Advanced Level

Three papers, English History and European History and a Special Subject which may be chosen from a list which is changed from time to time.

ANCIENT HISTORY – Ordinary Level

One paper, on Greek and Roman History. This subject may not be taken at Ordinary Level by those taking English Economic History or Modern History at the same examination.

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ANCIENT HISTORY – Advanced Level

Three papers, with alternatives and alternative periods. There are questions of an essay type and one compulsory question which requires the use of an outline map.

ENGLISH ECONOMIC HISTORY – Ordinary Level

One paper, and questions follow the course of our economic history from mediaeval times to the present day. Development of towns, Hanseatic League gilds and craft gilds, decline of serfdom, domestic system of industry, agrarian revolution, East India trade, American Colonies – all these and many more fascinating subjects come within the scope of economic history. There is a wide choice of questions, but this paper may not be taken at Ordinary Level by candidates offering Modern History or Ancient History at the same level and the same examination.

ENGLISH ECONOMIC HISTORY – Advanced Level

Two papers, with special reference to agriculture, industry, commerce, finance, and social organization. A wide choice of questions.

ECONOMICS – Ordinary Level

One paper, with questions relating to present-day economic conditions with special reference to the United Kingdom.

ECONOMICS – Advanced Level

Two papers of three hours each – Economic Structure of the United Kingdom, and Elements of Economic Analysis.

BRITISH CONSTITUTION – Ordinary Level, one paper ; Advanced Level, two papers

The British Constitution, comparisons with other Constitutions, the Crown, the Courts, the Administration or Executive, Royal Prerogative, Rule of Law, Parliamentary System, Privy Council and Cabinet, Delegated Legislation,

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the British Empire and Commonwealth, Dominion Status, and all other facets of Constitutional Law at an elementary level.

LOGIC – Ordinary Level

May be taken only at the summer examination. Terms, classification, denotation and connotation, propositions, inference, syllogism, moods and figures, inductive reasoning, observation and experiment, hypothesis and explanation, the latter being treated in an elementary manner.

LOGIC – Advanced Level

Two papers. Deductive Logic and Induction and Scientific Method.

RELIGIOUS KNOWLEDGE – Ordinary Level

One paper. Candidates must answer five questions with certain requirements as to questions from the different sections of the paper. Old Testament History and Religion, New Testament, History of the Early Church, the Apocrypha, the Prayer Book, Church History, Jewish History. The candidate suffers no disability because of his own personal religious belief.

RELIGIOUS KNOWLEDGE – Advanced Level

Two papers. Old Testament and New Testament. Questions on some sections of the paper will deal with matters of Introduction as well as contents of the books.

GREEK LITERATURE IN TRANSLATION Ordinary Level

May not be offered together with Greek and the paper can be taken only in the summer examination. There is no Advanced Level paper in this subject.

LATIN

Papers set according to alternative syllabuses, dealing with Latin prose and verse, general questions and unprepared translation.

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LATIN – Advanced Level

Three papers. Prose composition, unprepared translation, and translations from, with questions on, prescribed texts.

GREEK

Roughly corresponding with Latin requirements. May not be offered by those taking Greek Literature in Translation at the same examination.

MODERN LANGUAGE PAPERS – Ordinary Level

Usually one paper, with passages for translation from and into the language, subject for free composition, a half-hour test in dictation, and an oral examination which may include reading a passage in the language and conversation in the language with the Examiner.

MODERN LANGUAGE PAPERS – Advanced Level

Three papers, translation from and into the language, an Essay in the language, questions on literature studied – the text and its subject-matter, and an oral examination. RUSSIAN may be taken at the summer examination only. In a large number of modern foreign languages there is no oral test and candidates must acquaint themselves with current University regulations for information on this point.

PURE MATHEMATICS – Ordinary Level

Slide rules may not be used, but 4-figure logarithm tables are permitted. Only the copies supplied by the University at the examination may be used. There are four papers, the candidate must offer three, from *Arithmetic and Trigonometry*, *Algebra*, *Geometry*, and *Statistics*. The detailed official syllabus must be consulted, for this and all other mathematical subjects.

SCIENCE SUBJECTS

A knowledge of fundamental principles and methods is required, from observation of nature or investigation of simple

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problems and phenomena illustrating natural laws. PHYSICS: A stencil may be used for drawing apparatus. CHEMISTRY: Facilities for experiments essential. GENERAL SCIENCE AND ADDITIONAL GENERAL SCIENCE: In the main, the study can be done without laboratory equipment or accommodation as only the simplest experiments, not involving apparatus, are required. BOTANY: There is a practical examination. ZOOLOGY can be taken only at Advanced Level, microscopic examination is necessary, with the use of stains, etc. This is not a subject which candidates without reasonable laboratory facilities can manage. BIOLOGY: Naked eye and hand-lens observation will suffice. GEOLOGY: Candidates must submit, before the examination, practical work notebooks showing evidence of adequate field work; for Advanced Level there must be evidence of laboratory work as well. ELEMENTARY SURVEYING may be taken only at the summer examination. HUMAN ANATOMY, PHYSIOLOGY, and HYGIENE is at Ordinary Level only; candidates must have facilities during their study for dissection of mammals. ART: Before the examination begins candidates must send a portfolio of their work to the University – current regulations must be consulted as to its contents. MUSIC: Aural test, rudiments, melody and harmony, musical history and set works; for the Advanced Level there is a practical test – performance in singing or on any keyboard or orchestral instrument approved under the regulations, which must be consulted. DOMESTIC SUBJECTS: Cookery, Needlework; and at Advanced Level, Home environment, House planning and management, and the Social Services, Cookery and Nutrition, Textiles and Dressmaking. During their course of study candidates must have made for themselves a blouse or skirt or a dress of material suited to the style of it. The garment must be modelled for the Examiner's inspection. HANDICRAFT: Woodwork, Metalwork, or Embroidery. The regulations should be consulted well in advance.

Once again it must be emphasized that the official syllabuses

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published by the University are both lengthy and detailed, and candidates **MUST** consult them before commencing their studies or sending in their entry forms, and that set books are changed from time to time, although ample notice of change is always given.

PART THREE

CHAPTER XIV

THE UNIVERSITY OF LONDON

If there can be said to be a 'State' University in the United Kingdom, it is unquestionably the University of London. The University of London is in great measure supported by the national exchequer, and its operation is governed by Acts of Parliament. One of the principal provisions is that the University of London shall not close its doors to anyone qualified to benefit from a university education who is a resident in any part of the British Commonwealth of Nations. This does not mean of course that the University must find places in its classrooms for all who wish to enjoy university education – it has a number of colleges but these will accommodate only a very minor proportion of those who are entitled to the benefits of the University and to pursue courses of study for its degrees. The problem is solved by the External Department of the University, which prescribes regulations for External Students who can sit for the examination of their choice, if they are qualified to enter for it, almost anywhere within the Queen's Dominions. Students have sat for external degrees in the loneliness of army outposts all over the world, in small cabins in naval vessels, in hospital beds at home or abroad, in homes for the blind and chronically disabled, and more than one in

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prison. The part of the student body which is in membership of one of the colleges is so small as to be almost negligible when compared with the multitudes of External Students of the University.

Many of these External Students are performing ordinary jobs of work during the daytime, and then carrying on with their studies in the evening, either at evening institutes, polytechnics, colleges, University extension courses, or by means of private tuition or courses from correspondence schools or in some cases with the aid of text-books alone. These students may be aged anything between sixteen and the Biblical three-score years and ten, and candidates have sat for and obtained degrees even after passing that age. The External Student will doubtless say that he faces a much more difficult task than the Internal Student, who studies during the daytime, and there are many who, even though they feel that the difficulty is the same, will agree that the *accomplishment* of having earned a living and obtained a degree on top of that is immeasurably the greater of the two.

Matriculation

How, then, does a person become an External Student of the University of London? The answer is that he or she must *matriculate*. Until a very few years ago, one matriculated by taking the Matriculation Examination – and a very tough test it was when compared with the present day method, for the candidate had to pass at least five of the subjects *at one and the same examination*. The Matriculation Examination soon came to be used as the recognized standard of a ‘good general education’, however, and in time it became an embarrassment to the University authorities, who had of course registered everyone who passed the Matriculation Examination as a student of the University. In order to reduce the tremendous number of persons who matriculated by taking the Matriculation Examination without any intention whatever of going on to further studies, the University abolished

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the examination, and Matriculation became instead a matter of registering one's qualifications and paying a fee of three guineas. The new standard of qualification was fixed as the General Certificate of Education Examination, and since subjects could be obtained separately in this examination (although some colleges laid down certain additional requirements) it is not necessary to pass in so many subjects at a time as at the old Matriculation Examination. Those who need the certificate as evidence of a good education only do *not* pay the matriculation fee, and are not registered as matriculated students on the University's books, but those who do wish to go forward to further studies will be required to register their qualifications at the G.C.E. Examination and will then be enrolled as Internal or External Students as the case may be. They must register for a particular examination, and according to the faculty in which their studies will fall they must have certain subjects - 'compulsory subjects' - in their G.C.E. attainments.

Registration

Registration of an External Student lasts until the examination for which he or she is registered occurs, and may be renewed after that in case of failure or reference ('reference' is permission to a failed student who has done badly in one subject only to take that subject alone at a later examination). All the time that a student is studying under a current registration he or she is a member of the University.

Examination entry

The mere act of registration does not constitute entry for any examination, and at a prescribed time the candidate is required to *enter* for the examination by completing prescribed forms and returning them to the University together with the relevant certificate of registration. He then receives a card of admission to the examination room.

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Range of degrees

External Students can enter for and, if successful, obtain almost any of the degrees conferred by the University. In medicine however there are obvious additional requirements which take the degree outside the scope of a purely spare-time student, and in some other professions the degree itself is not a complete qualification, but must be followed by training of one kind or another in a training college or other specialized institution. Apart from these cases, the degrees awarded to External Students are in all respects on a par with those awarded to Internal Students, and the former suffer no academic disadvantage at all.

Intending External Students should first of all decide for what degree they wish to study, and then write to the *External Registrar* of the University for the regulations appropriate to that degree or series of degrees. Having obtained the regulations, the next step is to ascertain the requirements for matriculation in the faculty concerned, and these will usually be a combination of subjects at the G.C.E. Examination, some at Ordinary Level and others at the Advanced Level. If the candidate possesses these qualifications, or certain others such as matriculation certificates, etc., he does not have to worry about the G.C.E. aspect. If, however, he does not possess all the G.C.E. qualifications required, he must obtain a copy of the Regulations for the General Certificate of Education from the *Secretary to the Matriculation and School Examinations Council*. These regulations fill a substantial book, and are charged for, the current charge with postage being about 1s. 6d. Having obtained and studied these regulations, he must enter for the G.C.E. Examination in the subjects required. This is done by sending a postcard to the Secretary of the Matriculation and School Examinations Council for an entry form, which has to be returned in a size 'K' registered envelope (no other will do) together with the prescribed fee. The entry form includes a space in which the candidate personally certifies the date of his birth in

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the presence of a witness who attests that he knows the candidate personally and that the certificate was written by the candidate in his presence.

Submission of the entry form will produce in due course a card of admission to the examination, specifying date, time and place, and the student's examination number.

His G.C.E. requirements completed successfully, the candidate then proceeds to matriculate and register for the examination of his choice, addressing correspondence in this connection to the *External Registrar*. The method of entry to the degree examination has already been described. The first degree is usually a Bachelor's Degree, and candidates so qualified can in most faculties proceed thereafter if they desire to a Master's degree and the degree of Doctor in the chosen faculty, and from thence to Doctor of Philosophy. The transition from Bachelor to Master is a matter of examination in the University of London for all candidates, although in some of our older Universities it can be accomplished merely by the payment of a fee of thirty guineas or thereabouts. Doctors, too, take examinations in their faculties, and at many stages along the examination ladder a *thesis* may be required. We have dealt with theses in a separate chapter, and so will not consider them here.

Diplomas

In addition to its degrees, London University offers a number of very useful diplomas, usually 'subject' diplomas such as Geography, History, and so on. The standard of a Diploma Examination often approaches to that of a degree, and diploma studies are certainly not to be entered upon lightly as the standard is extremely high.

University extension courses

University Extension Courses are designed to bring the benefits of University study to those who for one reason or another do not wish to sit for degree examinations. They are

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conducted by lecturers approved by the University, and may be held in your town hall or local library or almost anywhere else. Attendance at 90 per cent of the lectures is required, together with written work, and there is usually an examination at the end of the course on the results of which the University grants a certificate. This is extra-mural work – ‘extra-mural’ meaning ‘beyond the walls’—and enquiries may be addressed in the first place to the *Director of Extra-Mural Studies* of the University.

Vacation courses

When the Internal Students go away for their holidays, the work of the University does not stop, and many colleges hold *vacation courses* which External Students may attend – these courses are extremely useful for practical work in particular.

Further information

This chapter summarizes a great volume of regulations, and the intending student who has real problems or questions to ask should write to the External Registrar for an *enquiry form*. If the enquiry form is fully completed and returned to the address given on it, the intending candidate will receive either marked copies of leaflets or regulations or where necessary letters giving the information or advice required. It is very necessary to sound a warning here which will be found in all the copies of the various regulations, ‘Communications sent from the University to an individual must be regarded as intended for that individual only’. Because your friend has a letter exempting him from this or giving facilities for that it does not mean that you will automatically obtain the same exemption or facilities. The golden rule is to *make certain for yourself* and not to rely on the contents of letters the University sends to anyone else, even though his position and circumstances seem to be the same as your own.

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In the remainder of this Part of the book, we shall deal with the General Certificate of Education in more detail, with the various diplomas and certificates awarded by the University and lastly with the degrees offered and their relative usefulness in the various professions.

CHAPTER XV

GENERAL INFORMATION ON LONDON UNIVERSITY

We have seen that the University of London is governed by certain statutes, and that it is required to afford facilities for competition for degrees to all persons of whatever social standing and wherever they may be within the Commonwealth who can pass the qualifying examinations. The student body is comprised of Internal Students and External Students, as well as those who are taking Extra-Mural courses, though the latter are not strictly regarded as students of the University since they do not have to matriculate in order to enrol for Extension and similar Courses.

Degrees are granted to Internal and to External Students alike, there is no difference in *status* between an Internal and an External degree, although there may be differences in syllabuses and in other ways so far as the examinations, etc., are concerned. Internal Students must be members of Colleges or approved institutes or schools of the University and registered as such, and External Students must be registered as studying for an External Degree. It is an interesting point that *some* evening-only students are registered as Internal Students, but that depends more on the institution at which they are studying than the hours at which their studies are performed. Internal students may live in the Hall of one of the Colleges, in lodgings, or at home. External Students of course live at their usual residences since they study in the evenings or at week-ends only as a result of their normal employment commitments during the day.

External Students, it follows, need longer than Internal

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Students to complete their studies for the same degree, and there are many who feel it to be obvious that the External Student, who has his ordinary job to cope with in addition to his studies, has the harder test of the two to meet. This is unfortunate, but in a world where the ideal can seldom be achieved there would seem to be no way out of the difficulty.

The normal period over which Internal Students study for, say, a B.A. degree, is about three academic years, and an External Student would normally require about five years for the same course of study; in the case of the Diploma the period of study required for Internal and External Students would be about two and three years respectively. There is a Council for External Students which does its utmost to smooth out the difficulties they so necessarily encounter.

There are a few terms of importance to the student which have not so far been defined in this book, and there are also items of information which can usefully be included, and these terms are defined and the items of information are included in the remainder of this chapter.

Statement of eligibility

Candidates for degree examinations must be qualified in so far as performance at the General Certificate of Education or equivalent examination is concerned, and when candidates produce proof of having met these preliminary requirements they receive a 'Statement of Eligibility' showing that they are qualified to proceed to registration as Internal or External Students.

Approval of candidature

Once an External Student has been registered for a degree examination, he or she must seek approval of candidature and will not be allowed to enter for the examination until a certificate of such approval has been obtained. The Certificate will state the year for which the candidature has been approved, and will be valid for that year only. The main purpose is to

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ensure that the unguided External Student does not enter for 'incompatible' subjects, as it were, and that the course of study he or she intends to pursue is adequate for the purpose.

Examination centres

There are several centres in London, and a number in the provinces. The External Registrar will provide on request a pamphlet giving details of provincial centres at which External Students may be examined, but *where an oral or practical examination is required all candidates must take it in London*. For overseas candidates there are special arrangements and they, of course, do not have to come to London for any part of their examinations. The papers are the same as those set for the same examination in London, although in such subjects as botany, etc., the necessary variations to suit local conditions are made. Whilst External Students may sit for their examinations in most parts of the Commonwealth, it should be noted that there are no centres for such students in India or Pakistan, although in some cases special arrangements can be made.

Results

Results are sent to candidates by post, but a feature of the London scene at result-time is that they are posted up on the notice board at Senate House, and it is an interesting sight, during a dull November fog, to see hopeful students scanning the printed lists with the aid of bicycle lamps and similar devices.

External advisory service

External Students are expected by the University to seek advice on problems they encounter at any time, and the External Advisory Service exists to give them all possible help. It can and does give non-academic advice on choice of degree or diploma, etc., it gives information on practical work required and facilities for doing it, and it provides 'Study Schemes' of great value. In addition it helps by making

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arrangements for Vacation courses, when the facilities of the full-time colleges may be available to part-time students.

Commerce Degree Bureau

A valuable and most helpful institution for those taking degrees in Economics. It was originally concerned only with the degree of Bachelor of Commerce, which is no longer granted, the faculty having been merged with that of Economics. The Commerce Degree Bureau actually provides correspondence courses for the use of External Students, at an extremely reasonable fee, and the student thus has the benefit of official supervision of tuition and marking of his test papers. This Bureau is an exception to the general rule that the University does not provide, nor recommend, correspondence courses. The Bureau has a Lending Library from which books may be borrowed by post. Communications with regard to the Bureau should be sent direct to the Secretary, Commerce Degree Bureau, University of London, Senate House, London, W.C.I.

Libraries

The University maintains an excellent Library at Senate House from which books may be borrowed by External Students.

University bookshop

The University has approved Dillon's Bookshop, 1 Malet Street, London, W.C.I, for the supply of books for students reading for degrees and diplomas, but of course most good booksellers can also supply the approved editions and many maintain special departments for this purpose.

University publications

These may be obtained from the Publications Department at Senate House. They include Regulations for Degree and other Examinations and a number of extremely useful publications of the University.

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Grants and scholarships

No grants nor scholarships are offered by the University for External Students studying for Bachelors degrees, etc., but there are certain awards for postgraduate studies of which those qualified can obtain details from Senate House.

CHAPTER XVI

LONDON UNIVERSITY DEGREES

We have already explained that in this book we shall deal only with the External degrees of London University since these examinations are open to everyone who is academically qualified to sit for them, and the degree is accessible to those who can study only in spare time because they have the normal commitments of a full-time job to do in order to earn a living. Many such students intend to obtain their degrees, however, so that they may change their present jobs in order to get better ones, and right from the start we must sound the warning that a degree *is not enough by itself* to ensure a successful career in business or the professions. There must in every case be a general ability consisting of intelligence and a wide outlook, and also there must be practical ability with which to apply the academic knowledge. It has sometimes been said that if a person cannot do a professional job properly, he can always teach it – but even that is not true nowadays because teaching requires practical qualification as well as the academic knowledge conferred by study for the degree. It follows, too, that care must be given to the choice of degree for which the student is to work since there is little advantage in obtaining a degree in Chemistry if you hope to be a lawyer, and a degree in Arts is not much use to someone who wishes to engage in engineering. The student must, therefore, before committing himself or herself to a course of study for a degree, first decide to what profession he or she wishes to belong, and must then select the degree most appropriate to the professional work to be undertaken. In this chapter we have given brief details of

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what is involved in taking degrees in all the faculties of the University of London that are open to the External Student, and in reading what follows regard must be had to the suitability of the intended degree for the desired profession, and also care should be taken to note which of the degree subjects could be offered at the General Certificate of Education Examination by those who have yet to obtain that qualification in order to proceed to the further studies requisite for the degree.

Before considering the faculties, we shall first explain some of the terms used in the academic world so that the reader's doubts about these terms, if he has any, may be resolved.

An External Student of the University of London is one who has matriculated (there is a special chapter on this subject) and who has been registered as pursuing a course of study for a degree. Such a student is also known as an *under-graduate* since he has not yet reached the stage of graduation. The status of a *graduate* is achieved when the student obtains the first degree of the University. Often those who have obtained a degree carry on with their studies, and are known as students making *post-graduate* studies. In the University Regulations they are also referred to as 'advanced students'.

Now for the degrees – the first degree in a faculty is a Bachelor's degree, for instance, B.A., B.Sc., and so on. From this stage it is possible by taking further examinations to progress to a Master's degree, M.A., M.Sc., etc., and from there the further stage is that of a Doctor's degree. It should be realized that the word 'Doctor' does not refer only to medical qualification, there are Doctors of Science, of Music, and of Divinity as well, and the final pinnacle of attainment is the degree of Doctor of Philosophy. It suffices for most, however, to attain their Bachelor's degrees, since it is seldom that people sit for degrees as ends in themselves – they usually intend them to be stepping-stones from which to proceed to professional activities and so put the knowledge attained to

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a real and practical use for the benefit of themselves and the community as a whole.

That disposes of the question of the terms used so far as the average student is concerned; next we will consider the divisions into which university education falls, generally known as the 'Faculties' of the University. In the case of External Students of the University of London, the faculties are:

Theology, Arts, Laws, Music, Medicine and Science. Degrees are offered in Divinity, Arts, Laws, Music, Medicine, Pharmacy, Science, Engineering, Economics, Sociology and Estate Management. We shall now deal briefly with each of these degree subjects.

Theology

The study of formal religion, of particular value to those who intend to adopt the Church as a profession, or who are concerned with ecclesiastical law and administration; it will also be of assistance to authors and journalists. We shall deal here, as in the remainder of this chapter, only with the current regulations for these degrees – candidates may still sit under the old regulations, but nobody reading these chapters will be qualified to sit under any other than what are termed the 'New Regulations'. Degrees in Divinity are – the Bachelor of Divinity as a pass degree, or as an Honours degree, and holders of either of those degrees may subsequently offer themselves for examination for the degrees of Master of Theology (M.Th.), Doctor of Philosophy (Ph.D.) or Doctor of Divinity (D.D.). The subjects of examination include the Old and New Testaments, Biblical and Historical Theology, Church History, Christian Ethics and Christian Worship, Old Testament Hebrew, Old Testament Greek, and allied subjects.

Arts

The Bachelor of Arts General degree (B.A.) candidate may select three from a total of fifty-nine subjects for his

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examination – they include Economics, English, Geography, History, Law, Mathematics, Music, Psychology, Theology, and several classical, modern, European or Slavonic Languages. The B.A. degree is not a particularly ‘practical’ one for any profession other than teaching, and here the field is somewhat limited as it depends on the subjects taken at the examination in all but the more commonplace teaching appointments. Where the candidate has decided what shall be the main teaching subject, there may often be more suitable degrees than the B.A. – and the remainder of this chapter is devoted to such degrees. There is also a B.A. Honours degree, again suitable principally for the teacher, and care must be taken to select the main and subsidiary subjects to agree with the particular teaching speciality the candidate prefers. In the case of candidates for the B.A. Honours degree in Classics, English History or Mathematics, no subsidiary subject is required to be taken.

From the Bachelor of Arts degree, progress is to the Master of Arts (M.A.), Doctor of Philosophy (Ph.D.), Doctor of Literature (D.Lit.), but students wishing to proceed to these higher degrees are normally expected to have passed in a B.A. Honours degree with first or second-class honours.

Laws

Degrees in Laws are, of course, directly related to the legal profession and holders of such degrees obtain advantage where their professional education is concerned. In the Faculty of Laws, there is an Intermediate Examination to be taken before the Finals, and this Intermediate Examination consists of papers in the History and Outlines of Roman Law, Constitutional Law, the English Legal System, and the Elements of the Law of Contract. The next examination is the Final for the LL.B. (Bachelor of Laws) degree, and papers include Criminal Law, the Law of Tort, the Law of Trusts, English Land Law, the Law of Evidence, English Administrative Law, Muhammedan Law, and Hindu Law, as well as Jurisprudence

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and Legal Theory and other papers to be selected from a list of subjects. From the LL.B. degree progress is to the degrees of Master of Laws (LL.M.), Doctor of Philosophy (Ph.D.) and Doctor of Laws (LL.D.).

Music

Directly allied to the practice of Music, this degree admits to the higher musical appointments and is of value to all concerned in music as a career as well as those regarding it as a purely cultural activity. There is an Intermediate Examination in this Faculty, too, the subjects being History of Music, Form and Analysis; Harmony; and Counterpoint together with an oral examination. The Final examination leads to the degree of Bachelor of Music (B.Mus.), Doctor of Philosophy (Ph.D.) and Doctor of Music (D.Mus.).

Medicine

The final examinations in Medicine are open only to candidates who have passed the First Medical Examination and who have subsequently completed approved courses of study in Medical Schools which have been approved by the University. There are obvious disadvantages here for part-time students and we shall deal here only with the First Medical Examination, the subjects of which are Chemistry, Physics and Biology. Exemption may be obtained from any or all of these subjects which the candidate has passed at Advanced Level at the General Certificate of Education Examination.

Pharmacy

Examinations in Pharmacy are open only to those External Students who have completed certain prescribed full-time courses, and are not dealt with here.

Science

The Bachelor of Science degree may be obtained in three subjects from list 'A' below at Part I, and two subjects

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from List 'B' at Part II below. In all subjects except Mathematics there is a practical examination, and there are certain restrictions on choice of subjects about which the candidate must obtain advice from the University. List 'A' of subjects includes Biology, Botany, Chemistry, Geography, Geology, Mathematics, Physics, Psychology and Zoology.

List 'B' comprises Botany, Chemistry, Geology, Human Biology, Physics, Physiology, Zoology, Astronomy, Geography, Mathematics (Pure and Applied), Pure Mathematics and Statistics, and Psychology.

The Special degree candidate must concentrate more particularly on a branch of Science for special study. Under some conditions candidates for the External degree may be admitted to examinations for the Internal degree in certain subjects. From the Bachelor degree (B.Sc.), progress is to the Master of Science (M.Sc.), Doctor of Philosophy (Ph.D.) and Doctor of Science (D.Sc.) degrees. There are also degrees known as B.Sc.(Agric.) and B.Sc.(Hort.) for Agriculture and Horticulture respectively.

Engineering

There is a Bachelor of Science (Engineering) degree, which may be taken in Chemical Engineering, Metallurgy, and a degree in Mining which is suspended for the time being. The regulations are complex, and should be consulted before any attempt is made to plan studies. Candidates who have completed certain approved courses may be required to submit Course Work in accordance with a Schedule, and there are practical and/or oral examinations. Part I of the B.Sc.(Eng.) Examination is the same for all candidates, but Parts II and III differ for Civil Engineering, Mechanical Engineering, Electrical Engineering and Aeronautical Engineering candidates. After the B.Sc. has been obtained in Engineering, candidates may proceed to M.Sc.(Eng.), Ph.D., and D.Sc.(Eng.).

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Economics

The degree is the Bachelor of Science (Economics) degree, and this is of utility to economists, business executives, authors and journalists, diplomats and politicians in particular. Part I subjects include the Principles of Economics, Applied Economics, Economic History, Elements of Government, History of Political Thought and Political History or in some cases other approved subjects. Part II consists of five papers on a special subject to be selected by the candidate from a list. After the Bachelor's degree come those of M.Sc.(Econ.), Ph.D., and D.Sc.(Econ.).

Sociology

Of special value to administrators and those engaged in executive posts in services concerned with broad sociological questions. Entry is limited to those External Students attending approved courses or who have special permission to sit for the degree. From B.Sc.(Soc.) further progress is to M.Sc.(Econ.), Ph.D., and D.Sc.(Econ.).

Estate management

An intensely practical degree the applications of which need no explanation. The first degree is that of Bachelor of Science (Estate Management) or B.Sc.(Est.Man.), leading to M.Sc. (Est.Man.), Ph.D., and D.Sc.(Econ.).

This completes the list of degrees so far as External Students are concerned, and it is essential of course for every prospective candidate to obtain the current regulations for the degree of his choice before making any study arrangements whatever. Help in planning is always available from the University, as explained in the next chapter but one, and the prospectuses issued by the various correspondence colleges are also quite helpful, although one or two of these colleges mention in their lists of subjects only those in which the particular college is able to offer courses, and students should always consult the

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official syllabuses as well as those obtained from other sources.

For those who have not the time or resources to devote to a degree course, the University of London offers to External Students certain diplomas which form the subject matter of the next chapter.

CHAPTER XVII

DIPLOMAS OF THE UNIVERSITY OF LONDON

There may be many persons who, although they have the ability to study for, and successfully take a degree examination, just have not the time it takes to complete the necessary studies, or feel that the width of the degree course (note how many papers there are in the B.Sc.(Econ.) Examination) would involve them in the study of subjects which would not really be of any use to them at all after the degree had been obtained. These people would be far better advised to take one of the University's academic diplomas if there is a diploma in the subject with which the candidate is mainly concerned. We must make it perfectly clear that the Diploma Examinations cover a more specialized field, and are 'narrower' from the academic viewpoint than the Degree Examinations, but it would be a serious mistake to assume that the standard required for a pass is any lower than that for a degree – indeed in some cases the standard in a particular subject for a diploma is higher than that for the same subject in a Degree Examination. The University offers diplomas and postgraduate diplomas, but we shall deal with the former here, and the diplomas described in the next few pages are open to students who are qualified in accordance with the University Regulations to sit for them and open to part-time students just as much as their possibly more fortunate full-time brethren.

The diplomas are in Theology, in Geography, and in Social Studies. All the diplomas are of undergraduate status, and in the first and second cases registration as an External Student

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for the diploma will suffice, but for the diploma in Social Studies, the candidate must be specially approved by the University after a report submitted by an interviewing board, and the student must have fulfilled certain practical work requirements before proceeding to Part II of the Diploma Examination.

Theology

There are eight three-hour papers for this diploma, two on the Old Testament, two on the New Testament, one each on Biblical Theology, Philosophical Introduction to Theology and Church History. The eighth paper is one to be selected from a list including Hebrew, English Church History, Christian Ethics and a number of other subjects. The six subjects may be taken together, or the examination may be taken in two parts, each part consisting of three subjects.

Geography

The student for this diploma is required to pass in five written papers and to submit also a dissertation on an approved subject. With regard to the 'dissertation', the candidate may regard it as being akin to the 'thesis' mentioned in an earlier chapter of this book. The written papers are on: General Regional Geography, the Physical Basis of Geography, and Map Work. Before attempting the dissertation, which of course is not done at the actual examination but is the subject of separate work, the candidate must be able to show acquaintance with field-work techniques. Those students resident in or near London would find the Birkbeck College part-time courses of great assistance.

Social studies

Candidates for this diploma must be of twenty-one years of age or over, and before the examination is taken the student must have completed, in a student capacity, not less than six months' practical work, but the six months need not be

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continuous – the appropriate regulations should be consulted on this point.

Part I of the examination consists of four three-hour papers, the subjects being Social History, Contemporary Social Structure, Social Policy and Administration, and Social Psychology.

Part II is taken after the practical work has been completed, and it consists of an oral examination on a report about 5,000 words in length which the candidate is required to submit on the practical work which has been carried out. Confidential reports on the candidate's capabilities as shown during the training period are also taken into account. Students must be resident in the United Kingdom, and the number of students registered for the diploma examination in any year is subject to limitation. The diploma is regarded as acceptable for professional employment in many branches of social work in the United Kingdom.

It will be seen from the above that the subjects of a Diploma Examination are very closely related to the main subject of the diploma, there is nothing which can be regarded as a subsidiary subject, and the diploma is very much to the point, as it were, without the embellishments which apply to degree courses. The distinction to be drawn is that the degree is chiefly an *academic* qualification, and the diploma is more in the nature of a *practical* one, as it were. Other advantages of the diploma are that it can be obtained rather sooner than a degree and that the fees are in most cases less.

For the sake of those who are interested in postgraduate diplomas, we will mention that these are in the subjects of Education, Clinical Pathology, Mathematics and Public Administration, but such interested persons, having already taken their degrees, will of course be aware of all the relevant requirements and there is no purpose in going into details here.

CHAPTER XVIII

GRANTS FOR FURTHER EDUCATION

A feature of comparatively recent years has been the introduction of a scheme of grants for further education, to enable candidates qualified educationally to undergo courses of study leading to degrees or diplomas at universities or other educational establishments. This assistance falls roughly into two classes:

Ordinary grants

These are made under the broad general terms of an instruction by the Ministry of Education to local authorities responsible for the administration of the scheme, usually the County Borough Council of the area in which the applicant resides. The grant covers educational fees and the living expenses of the award-holder while he or she is pursuing the approved courses of study, subject to certain conditions which are dealt with in detail later in this chapter.

Sandwich courses

Sandwich Courses are a very modern concept – under which the student works for a part of the week in the industry he has chosen for a career, and studies during the remainder of the week for the appropriate technical or educational qualification. The great benefit here is that at the end of the course the student has well-balanced achievements – he has practical experience as well as purely academic ability, and the two form an excellent combination. It is a matter for severe criticism of much of our educational policy today that it produces some university

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graduates who have excellent knowledge of, say, Latin and the Classics, but who are quite unable to fit in anywhere to earn a living for themselves. The Sandwich Course provides the leavening of practical experience at a young age so essential to the really capable technician or engineer, and it is probably more preferable to the majority than the purely academic course which gives little in the way of practical experience in the earning of a living in this highly competitive world.

University grants are assessed on the basis of a notional figure, towards which in many cases a 'parental contribution' is required. Quite clearly, if parents earn £4,000 a year they can and should make some contribution towards the cost of keeping a son or daughter at college, and equally clearly a widow on a widow's pension and the small permitted additional earnings would be quite unable to make any contribution at all. The system of notional grants with parental contributions, therefore, makes for the maximum amount of fairness and assists us in maintaining the national boast that no young person with ability will be denied the benefits of higher education by reason of the poverty of his or her family. When congratulating ourselves as a nation on this state of affairs, however, it is desirable for us to bear in mind that many other countries have similar schemes, and some have rather better ones under which the recipient of the grant has to undertake to do work of value to the community for a minimum number of years in consideration of the grant having been made. An aspect of our present system about which many are uneasy is that it is possible for, say, a girl to obtain a grant and a university place to the exclusion of a boy, and having obtained her degree to marry and never make a day's use of what she has learned for the benefit of the community: whereas the boy who was displaced might well have achieved a similar degree and worked as a scientist, technician, or professional man for many years to the benefit of himself and the community which bore the cost of his further education. Against this, however, is the argument that *everyone* with a university degree is an asset

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to the community whether that person engages in any form of professional activity or not. The author would prefer not to have to express an opinion on that point, and will instead deal with the matter of grants in general and how they are obtained.

In general, the requirement for award of a grant is that the applicant should be a student of eighteen years of age or over taking a course which consists of at least three years of full-time or sandwich study and which leads to a degree, diploma, or other qualification recognized for the purposes of a scientific or professional qualification. The award, when made, is to cover the full period of the course, subject to satisfactory attendance, conduct and progress on the part of the student, and awards may be cancelled for bad character or bad conduct. Awards are not to be made under the scheme to students who are in receipt of help from any other source, public or private, which will cover the full expenses of the course.

The educational requirement for a grant is the possession of a General Certificate of Education (or equivalent qualification) with two passes at 'A' level, and a required number at 'O' level, or the Attestation of Fitness of the Scottish Universities Entrance Board. These requirements apply equally to men and women without restriction as to age (subject of course to the eighteen-year minimum already mentioned). Once the student has commenced upon the selected and approved course, he will not be encouraged to change it, and can only do so if the college authorities and the local education authority both approve. Grants are paid through the college authorities, and cheques, normally made out to cover each term, are not handed to the student until he actually attends at the college during the term. The grant covers payment of approved fees and includes an element for maintenance. In 1961, the maximum standard grants were:

For Oxford or Cambridge, in hall or lodgings.....	£338
In London, in college or hall.....	£305

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Other Universities, in college or hall.....£280

Students living in lodgings, in the case of universities other than Oxford or Cambridge, receive slightly less, and those living at home receive still less with a maximum of £207 for 'other universities' students living at home. It is recognized that it may not always be desirable for a student to live at home, even though his home is near the university, and students who can show that home conditions make it undesirable to live there may receive grants at the higher rates and reside in hall or college. Grants are made also to cover maintenance during vacations – but local practice varies considerably here, since some colleges encourage their students to work for money during the vacation, whilst others feel that the time should all be devoted to the furtherance of studies and necessary recreation. It must be pointed out also (and ought to be pointed out to all award-holders) that *somebody* has to pay for these grants and facilities, and as the educational funds are usually allocated on a county basis, it follows that some counties can afford to spend more on their award-holders than others can, with the result that a boy from county 'A', sitting at college next to one from county 'B', may receive more or less than his neighbour by way of grant, solely because of the difference in the number of students for which their respective county authorities have to provide. Some colleges require their students to carry out practical work abroad during vacations, and here again the counties do their best to assist, according to their financial means available. There is a scheme for assessment of 'parental contributions' towards grants, and a few specimen computations are given below:

Parents whose 'balance of income' calculated according to an official formula is under £699 contribute nothing.

Those whose 'balance' amounts to £1,000 contribute £32

Those whose 'balance' amounts to £2,000 contribute £124

Those whose 'balance' amounts to £3,000 contribute £224
and the scale provides for steps of £10 'balance of income'

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from £700 to £4,060, at which latter figure the parent pays most of the grant!

The scale of grants payable to medical and dental students is slightly more favourable than those shown earlier in this chapter, and of course they are required to attend for much longer courses than the other students to whom grants may be made.

The college or other educational authority is required to report annually to the Education Authority making the grants as to the student's attendance and as to anything likely to affect the student's ability to pursue the approved course. In the cases of illness over twenty-eight days, grants may be reviewed, and an absence of one year from study on account of illness may involve the cancellation of the award.

Application for further and up-to-date details should be made by interested persons to the County Educational Authority, the address of which may be obtained from the local town hall.

PART FOUR

CHAPTER XIX

EXAMINATIONS FOR CAREERS

Life in the United Kingdom is probably as highly organized as in any other country in the world, and the everyday work of this busy country is becoming more and more specialized as time goes by – hence we have reached the age of the specialist, when every different branch of professional activity is subject to qualification and registration. Since the examination is always a part of qualification for posts in industry and the professions – very often the major part – we shall deal in this part of the book with as many of the professions as possible, in each case giving the reader some little idea of the profession itself, the qualifications needed to obtain admission or registration, and the source of further information. It must be realised that requirements are continually changing, and a book like this one can never be more than a guide – the reader who is interested in any examination *must* obtain from the source of information given up-to-date syllabuses and regulations so that he may satisfy himself that he is eligible to take the examination of his choice and be aware of the current requirements at the time he offers himself for it.

PASS THAT EXAM!

In this chapter we shall consider examinations connected with Auctioneering, Estate Agency, and Land Agency.

AUCTIONEERS AND ESTATE AGENTS

Nearly everyone has seen an auctioneer, whether in a little country town selling odds and ends of an estate, or selling great mansions and the grounds in which they stand in an auction in one of the big cities. There is more in the job than standing on a rostrum and hitting a desk with a gavel, of course – the auctioneer must be always on top of current form, as it were, keeping himself fully informed of changes in values and fashions, and always a step ahead of the bidders to whom his lots – great or small – will be offered. He must have a judgment sufficient to tell him whether a bidder is likely to be able to honour his bid or not, and must have a knowledge of the law of contract and general law affecting his business activities. There are often catalogues to be produced, and terms to be discussed with clients on whose behalf goods or estates are auctioned. He must have a good personality, at times indeed almost a commanding one, and must have good hearing and eyesight to enable him to cope with a rush of bidding successfully.

There are similar requirements of the estate agent – a sound knowledge of the profession, an ability to be very much abreast of the times, and considerable legal knowledge affecting all branches of the work of estate agency. It goes without saying, too, that complete personal integrity is an absolute essential for both branches of this growing profession.

Qualifications

The Chartered Auctioneers' and Estate Agents' Institute holds examinations for entry on a professional level, as under:

Preliminary. Minimum age sixteen. Standard similar to

EXAMINATIONS FOR CAREERS

School Certificate and General Certificate of Education (Ordinary Level). Compulsory subjects are:

English,
Arithmetic,
Algebra,
Geometry,

and two of the following:

English History, French, Latin, German, Geography, Botany, Inorganic Chemistry, and Geology.

Intermediate. Minimum age for entry seventeen. The examination is in two parts, and candidates must be working in an approved office.

Part I subjects are:

Plans and Applied Mensuration.
Elements of the Law of Property.
Elements of the Law of Commerce.
Book-keeping and Estate Accounts.
Central and Local Government.
Law of Landlord and Tenant.

Part II subjects vary for urban and rural candidates. The lists of subjects are:

<i>Urban</i>	<i>Rural</i>
Valuations (elementary).	Valuations (elementary).
Easements and other rights over land.	Easements and other rights over land.
Construction and Maintenance of Buildings (elementary).	Construction and Maintenance of Buildings (elementary).
Elements of Economics.	Elements of Agriculture.
Dilapidations and Fixtures.	Agricultural Science (two papers).
Mortgages and Receiv- ships.	

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Final. This examination has compulsory subjects as below:

Sales of Land and Goods by auction and private treaty,

Town and Country Planning (Law and Procedure),

Law of Arbitrations,

Valuations (Advanced),

Rating and Taxation,

and alternative subjects are set for urban and rural candidates as listed below:

Urban

Compulsory Purchase and Compensation Acts.

Construction and Maintenance of Buildings (Advanced).

Report Writing.

Domestic Sanitation.

Law of Housing and Public Health.

Rural

Elements of Forestry and Timber Measuring.

Construction and Maintenance of Farm Buildings.

Agricultural Valuations and Report Writing.

Agricultural Law.

Husbandry and Farm Management.

Direct Final

Open to candidates holding certain university degrees. Papers for the ordinary Final together with Law of Landlord and Tenant.

Chattels section

This is a completely new and separate syllabus for which details should be obtained from the Institute when ready.

The Incorporated Society of Auctioneers and Landed Property Agents offers four degrees of membership – Student, Licentiate, Associate, and Fellow. Minimum age for admission – as student 16 years, as Licentiate 17 years, as Associate 21 years, and as Fellow 30 years.

The examinations are in three stages – Intermediate, Final, and Direct Final. Syllabuses are similar to those of the

EXAMINATIONS FOR CAREERS

Institute mentioned above, but in addition the following syllabuses have been approved:

Chattels Division

Intermediate. Book-keeping and Accounts, Law of Auction, Law of Contract as applied to Chattels, Preparation of Auction Catalogues.

Final. Chattel Valuation, Furniture and Furnishings, Law of Remuneration, Sale of Chattels under statutory powers, Works of Art.

Housing Management Division

Part II. Building Construction, Domestic Sanitation, Elements of Economics, Housing and Public Health Law, Valuation.

Final. Arbitration and Compulsory Purchase, Building Construction, Housing Finance, Local and Imperial Taxation, Property Maintenance, Public Health Law (Advanced), Social Administration and Welfare, Town and Country Planning, Estate Development, Valuation (Advanced).

Qualifications

Chartered Auctioneers' and Estate Agents' Institute:

A.A.I., F.A.I.

Incorporated Society of Auctioneer and Landed Property Agents:

A.A.L.P.A., F.A.L.P.A.

LAND AGENTS

Land agents may be engaged in the management of estates valuation work, lettings of estates and farms, or forestry. They may be in business on their own account or in one of

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many government or institutional appointments or may manage a number of estates for different owners.

Qualifications may be obtained through either of the professional institutions mentioned in the first part of this chapter, or through:

The Royal Institution of Chartered Surveyors

Minimum ages for probationers and students, 17 years; entry to First Examination, 17 years; to Intermediate Examination, 19 years. Direct entry 35 years with considerable experience qualification in addition.

The subjects of examination are:

First. Surveying and Levelling, Mensuration and Trigonometry, Building Construction, Draughtsmanship, Book-keeping, Central and Local Government, Law of Property, Economics, Law of Contract and Tort.

Intermediate. Agriculture, Farm and Rural Estate Accounts, Forestry, Soil Science, Botany and Zoology, Valuation, Town and Country Planning, Law of Property, Building Construction, National and Local Taxation.

Final. Agriculture, Forestry (Practice), Agricultural Valuation, Construction and Maintenance of Rural Buildings, Estate Finance and Business Management, Arbitrations and Awards, Report Writing, Law of Highways and Housing, Law of Compulsory Purchase and Compensation.

Or,

The Land Agents' Society.

The examinations are divided into Part I, Part II, and Part III. Syllabuses are roughly similar to those given above, but there are essential differences and up-to-date information must be obtained.

Qualifications

Royal Institution of Chartered Surveyors:

A.R.I.C.S., F.R.I.C.S.

EXAMINATIONS FOR CAREERS

Sources of further information

**Royal Institution of Chartered Surveyors,
12 Great George Street,
London, S.W.1.**

**Land Agents' Society,
21 Lincoln's Inn Fields,
London, W.C.2.**

CHAPTER XX

CAREERS IN ACCOUNTANCY

'A head for figures' is one of the many qualities required of the professional accountant, in addition there are examination qualifications to be gained, but the resultant professional status is an enviable one, making for a respected and certainly busy career with wholly worth-while rewards in the financial sense as well.

Accountants do not look for appointments nowadays – indeed there are far more vacancies than qualified men to fill them, and the variety of appointments open to an accountant is so wide that an intending member of the profession would be very well advised to decide before he begins to study where he hopes to end up—in public practice, in industry, or in the public service. The accountant in public practice builds up a connection for himself much the same as any other professional man, in industry he works as a member of the salaried staff of this company or that, and in the public service there is the whole width of government – national and municipal – and its many financial transactions to interest him. Accountants are usually qualified as auditors as well, and the Companies Acts make it compulsory for public companies to have their accounts audited and certified by a *qualified man* before they are filed at the Companies Registry. We had better, perhaps, dispel the idea that auditors are mathematical bloodhounds who go through books always looking for, and hoping to find, evidence of misappropriation of one kind or another. They are nothing of the sort – it has been laid down time and time again that an auditor is under no duty to be suspicious, he is not a ferret, and his job is simply to examine

CAREERS IN ACCOUNTANCY

the books and to see that they are in order. Occasionally, of course, auditors do detect errors or discrepancies, intentional or otherwise, but this certainly gives them no satisfaction – a lot of additional work is probably their chief ‘reward’. Nevertheless, they have a duty to perform and, in the same way that a doctor would not overlook a developing cancer, an auditor most certainly may not overlook a developing defalcation. In both cases there is a duty to put the matter right!

There are several ways of qualifying as an accountant, and we detail the principal ones as follows:

By University Qualification

Several universities grant degrees which, whilst they do not make the possessors accountants, do give them a measure of help along the way. The main subjects of the courses are Accountancy, Economics, and Law. The prescribed degrees carry exemption from the *Intermediate Examination* of the Institute of Chartered Accountants in England and Wales, and of the Association of Certified and Corporate Accountants. It is necessary for the candidate to take up articles or to have served an apprenticeship in order to attain professional status, and readers who are interested in this aspect should of course communicate with the Society concerned and obtain the current regulations on these matters.

Institute of Chartered Accountants in England and Wales

We will deal here with the examination qualifications only. There is a Preliminary Examination, exemption from which may be obtained by passing in five subjects at one examination, or six passes at two examinations, of the General Certificate of Education. The subjects must include English language and one mathematical subject.

The Intermediate Examination consists of papers in :

Book-keeping.

Auditing.

PASS THAT EXAM!

Taxation.

Cost Accounting.

General Commercial Knowledge with Elements of English Law.

The Final Examination is in:

Advanced Accounting.

Auditing (and investigations).

Taxation.

General Financial Knowledge.

Cost and Management Accounting.

English Law.

The Final Examination leads to Associateship, which enables the holder to describe himself as a Chartered Accountant.

Institute of Chartered Accountants in Scotland

Apprenticeship is required. There is an *Educational Preliminary Requirement*, which is satisfied by certain specified performances in the Scottish Universities Preliminary Examination, the Scottish Leaving Certificate Examination, and the General Certificate of Education Examination. In all cases subjects must include English, a language other than English, and Mathematics. The Intermediate and Final Examinations are in two divisions. Subjects are as below:

Intermediate

Division 1. Arithmetic.

Algebra.

Elementary Book-keeping.

Division 2. Book-keeping.

Auditing.

Income Tax.

Final

Division 1. Law of Scotland.

Trust Accounting.

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- Division 2. Advanced Accounting.
- Costing.
- Taxation.
- Investigations.
- Auditing.

The paper on the Law of Scotland is in two parts and the coverage is particularly wide. There is in addition for most candidates a compulsory course in Economics. Passing the Final leads to membership of the Institute and the designation, 'Chartered Accountant'.

Institute of Chartered Accountants in Ireland

There are three examinations, Preliminary, Intermediate and Final, the syllabuses corresponding to those for the Institute of Chartered Accountants in England and Wales. Final Examination success entitles candidates to apply for election as Associate, leading to the designation, 'Chartered Accountant'.

Association of Certified and Corporate Accountants

Articles of Clerkship or certain employment qualifications required. Passes in two Advanced Level subjects at the General Certificate of Education Examination reduces the time qualification required.

There are three examinations – Preliminary, Intermediate, and Final. Exemption from the Preliminary is granted to candidates with specified performance at the General Certificate of Education Examinations. Candidates who have the G.C.E. in Economics at Advanced Level are exempted from this subject at the Intermediate Examination. Syllabuses for the Intermediate and Final Examinations are roughly the same as those given earlier in this chapter. Admission to the Institute, after passing the Final Examination, entitles members to describe themselves as 'Certified Accountants'.

PASS THAT EXAM!

Institute of Municipal Treasurers and Accountants

Membership restricted to those in certain employments under a public local authority. There are two examinations – the Intermediate and the Final. The Intermediate subjects are:

- Central and Local Government Law.
- Accountancy and Income Tax.
- Costing and Stores Control.
- Local and Public Authority Finance and Auditing.

There are certain obligatory passes at the G.C.E. Examination without which candidates cannot take the Intermediate.

The Final Examination is in two parts and the subjects are:

- Part I. Advanced Accounting.
 - Auditing.
 - Taxation and Rating.
 - Finance.
- Part II. Law.
 - Banking.
 - Public Finance.
 - Economics.
 - Statistics.

Special papers in law for candidates concerned with gas, electricity and health services, and also special finance papers.

Associateship of the Institute is dependent upon continuing to hold qualifying appointments.

Institute of Cost and Works Accountants

Exemption from the Preliminary Examination is given for specified performance at the General Certificate of Education Examinations.

The Intermediate Examination is in two parts which may be taken separately or together. The subjects are:

- Industrial Evolution and Management.
- Economic aspects of Industry and Commerce.

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- Commercial Practice.
- Office Management and Business Method.
- Book-keeping and Accounts.
- Production Methods and Services.
- Cost Accountancy (four papers).

The Final Examination is in two parts and the subjects are:

- Management (Factory and Distribution).
- Advanced Accountancy.
- Local Aspects of Industry and Commerce.
- Statistical Method.
- Advanced Cost Accountancy.

There are employment qualifications for election to Associateship.

It cannot be stressed too much that a *high standard* is required in all subjects in all of these examinations for each of the professional bodies named in this chapter.

Sources of further Information

The Institute of Chartered Accountants in England and Wales,
Moorgate Place, London, E.C.2.

The Institute of Chartered Accountants in Scotland,
27 Queen Street,
Edinburgh, 2.

The Institute of Chartered Accountants in Ireland,
7 Fitzwilliam Place,
Dublin.

The Association of Certified and Corporate Accountants,
22 Bedford Square,
London, W. C.1.

The Institute of Municipal Treasurers and Accountants,
1 Buckingham Place,
London, S.W.1.

PASS THAT EXAM!

**The Institute of Costs and Works Accountants,
63 Portland Place,
London, W.1.**

Under no circumstances should any candidate attempt to study for any of these examinations without obtaining full details from the Institute concerned of articled training or apprenticeship or other requirements for entry.

CHAPTER XXI

CAREERS IN ADVERTISING

Advertising is an essential part of the economic life of any country. The whole object of production is consumption, and advertising is the medium by which consumer's demand is stimulated and increased. The more consumption, of course, the greater the amount of production which can be undertaken. The profession is an interesting and exciting one, there is a challenge in the job, and the many new media available in recent years – of which television is the greatest at the present time – ensure the importance and growth of this specialized profession.

The candidate for entry into advertising may well specialize in one of the major branches, which include film and television work, advertisement copy writing, layout of displayed advertisements, the buying of space in periodicals or of time over the air, the public relations side of the activity, and the arts of photography or drawing which are so essentially involved.

The modern advertising agency will have several quite separate departments such as Market Research, with its research executives and statisticians and investigators, its Media Research department with space buyers and time buyers for television advertising or time on commercial sound programmes, the 'copy' and layout departments, and those parts of the organization concerned with checking insertions and payment of accounts. The agency will have close relations with artists, copywriters, press representatives, printers, and block makers.

Candidates usually enter the agency in some junior position,

PASS THAT EXAM!

qualifying themselves by study and examination for the better-paid executive positions as time goes on. The organization of the profession is still somewhat in its infancy, but the various professional bodies are annually increasing in importance and the candidate who gets in on the ground floor now may find his qualifications of decided value and advantage later on. Candidates for the higher examinations of the *Advertising Association* or the *Institute of Practitioners in Advertising* must take the :

Advertising Joint Intermediate Examination of which the subjects are:

English.

Introduction to Advertising and its Administration.

Reproduction.

Media.

Advertisement Design and Presentation.

Copywriting.

Economics in relation to Advertising.

The Law in relation to Advertising.

Psychology in relation to Advertising.

The Advertising Association

Students who wish to sit for the Association's Examinations must possess the equivalent of the G.C.E. in four subjects, including English, but there is an exemption from this requirement for those aged twenty-four years and over who have had five years' continuous experience in advertising.

Having taken the Advertising Joint Examination, they may proceed to the Final, the subjects of which are:

Marketing.

Market Research.

Campaign Planning.

Principles and Practice of Advertising.

CAREERS IN ADVERTISING

All subjects must be taken and passed on the same occasion.

The Institute of Practitioners in Advertising

Candidates for membership must have passed the Joint Intermediate Examination, described earlier in this chapter, and the Final.

The Final Examination of the Institute consists of the following subjects:

Members

- Theory of Advertising.
- Problem Analysis.
- Market and Media Research.
- Preparation for Marketing.
- Sales Organization.
- Merchandising.
- Demonstrations and Exhibitions.
- Campaign Planning.
- Financial Advertising.
- Law relating to Advertising.
- The Advertising Agency.

Associate Members

Candidates for Associate Membership must pass the Associate Membership Intermediate Examination which consists of one paper in General Advertising and one in the candidate's special subject, and the Associate Member's Final Examination consisting of one paper on Campaign Planning and Agency Administration and two in the specialist subject.

City and Guilds of London Institute

The 'City and Guilds' holds examinations in Technical Authorship and Technical Illustration. There are Intermediate and Final Examinations leading to the award of certificates to successful candidates.

CHAPTER XXII

ARCHITECTS

The profession of architect is one continually growing in importance and offering increasing rewards to its qualified practitioners. The architect may be working on his own account, or in one of the very many openings available with government departments, municipal corporations, or private firms. The range of work he does stretches from designing and planning the smallest kind of edifice to a cathedral or even larger building, serving trade, commerce, religion, or the social life of the community – like the vast Masonic Temple opened in London some years ago, which dominates the landscape and was a truly remarkable concept. The architect *designs* the buildings of the future, producing working drawings, specifications, and bills of quantities without which these projects cannot be undertaken. In his work, he finds means of expressing his own personality as well, and every great building is a permanent monument to the architect in whose creative mind it may be said to have originated.

The would-be entrant to this profession must possess, before he begins his specialized studies, what is termed a 'good general education', and here again the General Certificate of Education is a recognized and reliable yard-stick. Five passes at 'O' Level are about the minimum recognized standard, and on production of evidence that he possesses these certificates, the candidate is permitted to enrol for the professional examinations, details of which are given below, although it must be remembered that requirements change frequently and the

ARCHITECTS

intending candidate should always obtain the current regulations issued by the examining body concerned.

The Royal Institute of British Architects

This is the principal professional body, and details of its examinations have been given here in sufficient detail to enable an intending candidate to judge whether he is likely to be able to achieve success in them. Before he can practise, he must have been registered with the Architects' Registration Council of the United Kingdom, and for the purpose of such registration the Final and Special Finals of the Royal Institute of British Architects are recognized, as well as the Final Degree or Diploma Examinations of a number of institutes situated all over the United Kingdom. Candidates may address enquiries to the Registration Council in regard to these recognized institutes.

Having produced evidence of a good general education, the candidate must enter for the Intermediate Examination, for which the minimum age is nineteen years, and then the Final Examination, for which the minimum age limit is twenty-one years.

The Intermediate Examination

The Intermediate Examination is held twice a year, the subjects being:

History and Appreciation of Architecture.

Design and Construction.

General Applied Construction.

Building Science:

1. Structure.
2. Special Requirements of Buildings.
3. Properties and Uses of Building Materials.

Two years' experience or approved study is an essential preliminary to entry for the Intermediate Examination.

PASS THAT EXAM!

The Final Examination

Candidates must gain approval for sheets of drawings dealing with the four 'Problems in Design' set annually by the R.I.B.A.

The Final Examination is in two parts, which must be taken so that the candidate has passed Part I before entering for Part II.

The subjects of Part I are:

Advanced Applied Construction;

Building Science:

1. Structure.
2. Special Requirements of Buildings;
3. The Specification, Properties, and Uses of Building Materials;

and of Part II are:

The Examination Testimony of Study;

Design and Construction.

Special Final Examination

This is open to persons in architectural practice and architectural assistants over thirty-five who have obtained approval for entry from the Board of Architectural Education. They are excused the preliminary qualifications and the Intermediate Examination.

Professional practice and practical experience

This is an additional required examination of which the subjects are:

- Building Law,
- Building Regulations,
- Building By-laws,
- Contracts,
- Scale of Charges, and
- Code of Professional Conduct.

The written paper is supplemented by an oral examination.

ARCHITECTS

Qualifications

A.R.I.B.A., L.R.I.B.A., F.R.I.B.A.

Sources of further information

Architects' Registration Council of the United Kingdom,
68 Portland Place,
London, W.1.

Royal Institute of British Architects,
66 Portland Place,
London, W.1.

And again intending candidates are advised to obtain a copy
of the current syllabuses and regulations.

CHAPTER XXIII

BANKING

Over the past three hundred years the banking system in the United Kingdom has grown with a tremendous strength and vitality, catering for the financial needs of British merchant houses and those of half the outside world besides. Banking has always offered a steady employment, but the work becomes increasingly complex as time goes by. Much of the 'donkey work' is now done by machinery, but there must always be the men and women behind the machines. The cashier one sees at the bank counter represents only a very small, though extremely important, part of the work of banking – there are hundreds of different sides to the work of a bank, some of which is made seemingly more complicated than otherwise by a mass of legislation, of which the Currency Control Acts are probably the better known to the general public – especially when they wish to take or send money abroad.

The great joint stock banks are continually recruiting staff, a very small proportion of them come from the Universities, others come from any kind of educational institution if they have the knowledge and ability upon which to build a further knowledge of this specialized profession. A number of banks insist on a medical examination when engaging new staff, but that does not really come within the scope of this book nor concern us here.

Those bank employees who wish to continue their education are always encouraged to do so, and the branches of university study most nearly corresponding with their work in higher positions would be law and economics – for banking involves

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a very good knowledge of both in its senior appointments. There is a fair and reasonable system of promotion which ensures that the most competent man (who is nearly always though not necessarily the most qualified as well) will get the better job.

The Bankers' professional institution in the United Kingdom (England and Wales for this purpose) is the Institute of Bankers. In Scotland, the body is the Institute of Bankers in Scotland. Trustee Savings Banks have their own Society – the Savings Banks Institute.

The Institute of Bankers Banking and Trustee Diplomas

The Diploma Examination is divided into two parts – Part I and Part II. Part I consists of:

- English
- Economics
- Commercial Geography
- Book-Keeping
- General Principles of Law

This examination is common to both Diplomas, and Part II is different for each of them, as below :

<i>Banking Diploma</i>	<i>Trustee Diploma</i>
Monetary Theory and Practice	Trust Taxation
Accountancy	The Law of Real Property
Commercial Law with special reference to Banking	Elementary Conveyancing
Practice of Banking	Law relating to Wills, Executors, Administrators and Trustees
Finance of Foreign Trade	Trust Accounting
Foreign Exchange	Principle and Practice of Investment
	Practical Trust Administration

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Those engaged in Banking who have passed either part may describe themselves as Associates of the Institute of Bankers.

Institute of Bankers in Scotland

This Institute holds examinations for Associateship, Membership, and Diploma Examinations for Banking Securities, Foreign Exchange and Executor and Trustee.

Admission to the examinations is confined to those who are members of the Staff of one of the Scottish note-issuing banks.

Associates

The subjects are :

- English
- Arithmetic
- History of Banking in Scotland
- Book-keeping
- Banking Practice
- Negotiation of Bills and Cheques

There are various exemptions.

Members

Must have been exempted from or have passed the Associates' Examination. The subjects are :

- Banking Law
- Economics
- Accountancy
- Taxation
- Banking and Currency
- Practical Banking
- Foreign Exchange

Diploma Examinations are open only to Members of the Institute.

BANKING

Savings Bank Institute

This Institute holds Associateship and Diploma Examinations and a Thesis competition.

Associates

This examination is open to those employed in Trustee Savings Banks and other approved organizations.

It is in three parts – Preliminary, Intermediate, and Final. *The Preliminary* consists of three general education subjects, which must be passed at the same time.

The Intermediate examination consists of papers in English, Economics and Book-keeping in Section A, and Banking Practice and Savings Bank Law in Section B. All subjects must be passed within four years.

The Final consists of Social History, History of Savings Banks, Economics and Accountancy and Income Tax, Savings Bank Law and Practice, General Principles of Law, and the law relating to Executors and Trustees. Must be completed within four years of completion of or exemption from the Intermediate Examination. Qualifications :

A.I.B., A.S.B.I.

Sources of further information

Institute of Bankers,
10 Lombard Street,
London. E.C.3;

Institute of Bankers in Scotland,
62 George Street,
Edinburgh, 2.

CHAPTER XXIV

THE CIVIL SERVICE

We live in a changing world, and one aspect in which there has been a tremendous change even in the last thirty years is that of the Civil Service. Originally a comparatively small band of those who did the clerical and executive work of government in an almost narrow sense; as the government has in recent years entered more and more into almost every branch of economic activity, and as science and its applications have increased their field so enormously, so has the term 'Civil Service' and the scope of the description 'Civil Servant' broadened and enlarged itself until now the term includes not only administrators and clerical workers of several grades, but also scientists, engineers and other professional people and in addition postmen, postal and telegraph officers, telephonists, typists, scientific assistants, surveyors, draughtsmen, and many other kinds of skilled and semi-skilled operatives. As the scope of the term has increased, so has the variety of work which Civil Servants perform - we find them engaged in matters affecting railways, rocket experiments, the law, journalism, tax collection, and a host of other employments, and in addition to the Civil Service proper we find another host of persons who, though not actually members of the Civil Service for one reason or another, are 'subject to similar conditions of work and remuneration', like the civilian staff at New Scotland Yard, the staffs of electricity undertakings, and so on. Since this is a book on examinations, however, we shall only consider this aspect of the Civil Service and it is an extremely simple matter for the reader who is interested to obtain any

THE CIVIL SERVICE

other additional information he may require from the Civil Service Commission at the address given at the end of this chapter.

Let us, then, consider the question of examinations generally in the Civil Service. Clearly, as there is a great deal of difference between the work, pay and prospects of a postman and a senior administrative officer of the Civil Service, there is also a great deal of difference in the qualifications required for those respective appointments. We shall begin by considering the Civil Service proper.

The Civil Service is generally regarded as being in three branches, the Home Civil Service, the Foreign Service, and the Oversea Civil Service which, before the present system of 'pretty names' came into vogue, was formerly known as the Colonial Service. The Home Service is open to all who sit for the examinations successfully. A note on the system is essential – it is possible to pass the examination and yet fail to get an appointment, since when an examination – called for reasons which appear later a 'competition' is held, there is only a set number of vacancies to be filled. Thus, if there are eighty vacancies, and ninety people obtain the pass-mark, then ten are going to be unlucky, *unless* some of those who pass decide they will not take the job on anyway. This is to many people's way of thinking an unfortunate arrangement, especially as it is most often used for such appointments as boy apprentices for this or that, and it does not assist a youngster who has come ten from the bottom of the pass list to be told that there is still no vacancy for him because ninety have passed but only eighty are required. Those who 'are successful in the competitions' as one might put it, are assigned to a department and have then begun their Civil Service careers, usually subject to certain conditions for 'establishment' which comes at a later date.

Assignment to a department does not necessarily mean that the Civil Servant will remain with that department for life, there are systems of application for transfers and, of course,

PASS THAT EXAM!

the Service itself has powers to change the department in which an officer is employed at any time and with the exception of the specialist services there is not undue difficulty in effecting or obtaining transfers, although in some specialized departments like Customs and Excise matters it is not such an easy matter. The age-limits for the 'competitions' are from about 17½ to 19½ and the standard of the examinations in ordinary subjects approximates to a pass at 'A' Level in the General Certificate of Education. Special provisions for examination apply to university graduates, recently demobilized National Service men, and ex-Regular members of the Forces. The Executive class does most of the day-to-day work, and above it is the Administrative class, the highest in the Civil Service, which is mainly a policy-forming departmental grade under the Ministers concerned. Recruitment to this class is again by 'competition' the age limits being 20½ to 24 years, and special conditions apply to the groups mentioned earlier in this paragraph. Written examinations and interviews are in every case required, and the results of both combine to decide the order in which names appear on the list of results.

There is also a Special Departmental Class, a Scientific Class, and a Factory Inspectorate. Whilst there is no prescribed examination for the latter class, recruitment is by interview and 'outside' educational qualifications are taken into account – a university degree standard is usually necessary.

The Foreign Service is concerned with the representation of the sovereign abroad, and similarly to represent the government of the day. Members serve in diplomatic, consular, information or public relations posts, as may be required. The Senior branch is equal to the Administrative class of the Home Civil Service, and those seeking entry need a second-class honours degree before being allowed to enter a special examination, but candidates not so qualified can take the usual examination for the Service. Age limits are 20½ to 24, but special age provisions apply to those who have served in H.M. Forces. There is another examination for entry in a

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lower grade open to those between the ages of 17½ and 19 years.

The third branch, the Oversea Civil Service, offers some extremely interesting posts and necessarily requires special qualifications if the candidate is to attain a high position in the result list. Administration, professional work, scientific work, as well as work in the agricultural, educational, engineering, legal, medical, survey and veterinary branches await the successful candidate, and more detailed information as to the requirements and opportunities can be obtained from the address given later. Women are by no means left out, and they have especial opportunities in the educational, medical, nursing and social welfare appointments. In most of these classes, there is no formal examination, but again a university degree or the appropriate technical or professional qualifications must be held.

The junior posts

The junior posts are attained by passing much more simple examinations and indeed the majority are well within the range of those who have obtained a few subject-passes at ordinary level in the General Certificate of Education. One of the better-known 'employers' in this section is the General Post Office, which recruits boys and girls for counter work and as telegraphists. Boys are employed as junior postmen, and the chain of promotion in that particular opening is to postman, then to postman (higher grade). The duties of the counter officers are well known and extremely varied – stamps, licences, savings, postal orders and parcels acceptance are only a few of the varied duties, and under the system of 'all-purpose working' it seems that one man does the whole lot of these duties almost at the same time! The telephone service is increasing in size and complexity, offering many different employments to men and women.

In addition to the General Post Office, every department of the Civil Service is open to recruitment for the typing and

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junior clerical posts, and shorthand-typists after establishment can reach the clerical officer (secretary) grade. Office machine and duplicator operators are assured of continuous employment, as are clerical assistants and many other junior grades in every department.

For those with scientific or technical interests and qualifications, there are special openings. Since these Civil Servants are doing technical work, promotion will always go first to the more highly qualified, and it is even more essential in this branch than the other junior branches to keep on passing examinations and so increase one's qualifications and future prospects. The Service Ministries have their own schemes, the General Post Office has an excellent scheme for what it calls 'youths-in-training', and there are craft apprentices, student apprentices, and many other kinds of apprentices in the different works of the various departments of modern governmental endeavour. In and around London there is an especially large number of openings for technical work. The reader must not for a moment be misled by the statements in different parts of this chapter that appointment is by interview only – 'outside' qualifications, of which the General Certificate of Education is the most easily accessible in all parts of the country, are *essential*. In other parts of this book we have shown how to enter for and pass the 'G.C.E.' – in this chapter especially we have set out to show *why* you should obtain as many passes at this examination as possible.

We do not pretend to give anything like full information about the various Civil Service Examinations here – for full details the reader should write directly to:

The Secretary,
Civil Service Commission,
6 Burlington Gardens,
London, W.1.

For specialized information about the Post Office:

The Head Postmaster of the area in which you live.

THE CIVIL SERVICE

Ministry of Aviation Student Apprenticeship details from:

The Ministry of Aviation,
T. & E. Section,
66-72 Gower Street,
London, W.C.1.

And your Youth Employment Officer, if you are under eighteen will be able to give considerable assistance from his own office, while those over that age who wish can obtain general information from their local Employment Exchange so far as the junior appointments are concerned.

CHAPTER XXV

COMPANY SECRETARIES

The various parliamentary enactments which introduced and then controlled joint stock companies also created with the companies a very important official – the company secretary – who performs many statutory functions in the control and management of a limited company, and upon whose shoulders rests a burden of responsibility in law. If something goes wrong with a limited company, it is the secretary who bears the greater part of the duties concerned with winding-up and subsequent work up to the appointment of the liquidator; in good times he is responsible for the proper running of its office and the proper discharge of their duties by its other officers; it is for him to attend all meetings of the board, to prepare for the meeting, often to advise the directors during their deliberations, to record their decisions and to see that they are put into effect, and to perform similar duties in connection with shareholders' meetings as well. His is the responsibility for all the correspondence of the company, for the statutory returns the company is required to file, and for other matters too numerous to mention. A limited company, as all students of company law will know, is quite separate from its members, its certificate of incorporation is as near a thing to a birth certificate as it is possible to imagine, and the secretary might well be described as the guardian of the company throughout its working life. A company has been described with other corporations, as 'having no soul to be damned and no body to be kicked', but the secretary, in the course of his duties, takes on its behalf all the kicks

COMPANY SECRETARIES

and all the damnings as its guardian and chief statutory officer.

The legal position and duties of the companies is prescribed from time to time in legislation known as the Companies Acts – the last one was in 1918, but since then there have been interpretations of it, and always the trend is to make the secretary bear ever heavier responsibility – so much so that it is a matter for wonder that no system of registration of company secretaries or requirement that they be members of a recognized body has yet been included in the provisions of the Act. There is, however, a marked tendency in that direction and it will not be many years before company secretaries are required by law to possess certain qualifications and to be registered in the same way as so many other professional men have to be registered already. Those who now qualify themselves to do the work of company secretaries will come in on the ground floor, as it were, when this legislation is passed.

In the meantime, while there is no *legal* requirement that a company secretary should be qualified, there is all the same a *practical* requirement in that direction because when there are more candidates than appointments, it is always the qualified man who stands the better chance. Where company secretaries are concerned, there are two possible qualifications, and no large public company will in practice appoint as its secretary anyone who does not hold one of them. They are as follow:

The Chartered Institute of Secretaries

Holds examinations leading to the qualification, 'Chartered Secretary'. There are three examinations, the Preliminary, Intermediate, and the Final. For admission to the Preliminary Examination candidates must be sixteen years of age or over, but it is usual for candidates to obtain exemption from this examination by virtue of passes they hold in the General Certificate of Education Examination.

To enter for the Intermediate Examination, candidates must have passed or obtained exemption from the Preliminary. The

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Intermediate Examination is in two sections, which may be taken separately or together. The subjects are:

Section A. Economic Theory.

Accountancy.

General Principles of Law.

Section B. English.

Secretarial Practice (Meetings), or Secretarial Practice (Local Government).

Company Law, or alternative selected from list of specialized law subjects.

There are certain exemptions from parts of this examination.

For the Final Examination, candidates must have passed the Intermediate, and this examination again is in two sections which may be taken separately or together. Subjects at the Final are:

Section A. Company Secretarial Practice, or General Secretarial Practice, or Secretarial Practice (Local Government).

Secretarial Practice (Taxation), or Public Administration.

Accountancy, or Accountancy (Local Government).

Section B. Advanced Economics.

Mercantile Law.

Company Law, or alternative specialized law subject.

Membership of the Institute is subject to passing the examinations, a minimum age limit of twenty-one, and certain qualifying service is also required.

The Corporation of Secretaries Ltd.

Holds Preliminary, Intermediate, and Final Examinations. There is exemption from the Preliminary Examination for

COMPANY SECRETARIES

those possessing certain certificates and also for those with approved subjects in the General Certificate of Education. For those who cannot claim exemption by reason of other qualifications, the subjects are:

- English.
- Arithmetic.
- History, or Geography.

After this comes the Intermediate Examination, and prior to entry for this the Preliminary must have been passed or exemption from it must have been obtained. The subjects of the Intermediate Examination are similar to those of the Chartered Institute of Secretaries, described earlier.

The Final Examination is open to candidates who have passed the Intermediate, and the examination is in two parts, which may be taken together or separately, and there are special provisions for candidates who fail in only one subject. The subjects of the Final Examination are:

- Part I. Accountancy.
Secretarial Practice.
Administration of Companies, or Administration and Management of Public Bodies, Statutory Undertakings, etc.
- Part II. Mercantile Law.
Economics.
Company Law, or another branch of Law.

Those who have passed the Final Examination may be admitted to the membership of the corporation, and describe themselves as Incorporated Secretaries.

Qualifications

The Chartered Institute of Secretaries
F.C.I.S., A.C.I.S.

The Corporation of Secretaries
F.C.C.S., A.C.C.S.

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Before beginning to study for these examinations, candidates should obtain from the professional body concerned up-to-date details of the syllabus and of the service requirements for admission of examination-qualified candidates.

Sources of further information

The Chartered Institute of Secretaries,
14 New Bridge Street,
London, E.C.4.

The Corporation of Secretaries Ltd.,
Devonshire House,
13 Devonshire Street,
London, W.1.

CHAPTER XXVI

THE LAW

The English legal system knows two kinds of advocates – the barrister, who pleads in the higher courts, and the solicitor, whose pleading is confined to the courts of lesser jurisdiction. The barrister, however, comes much more into the public eye, and indeed makes a fine figure in wig and gown as he addresses the learned judge or harasses an unfortunate witness giving evidence for the other side. The profession of the legal Bar, in common with many other things in this world, is not quite so good a proposition as it may appear to the onlooker, and for every barrister who succeeds in building up a good and remunerative practice there are many who fall by the wayside. A barrister is instructed by a solicitor, who sends him a ‘brief’. If the briefs come in, the counsel is on the way to success, but seldom do the first two or three years’ briefs carry fees sufficient to make much profit for the man who has spent a good deal of effort and no little money to qualify himself to receive them. There is, despite this, always ‘room at the top’, and a great number of people are attracted to the Bar Examinations every year. A large proportion of them never intend to take up the profession, but prefer to qualify and use the prestige thus obtained in other jobs – the insurance profession attracts many such for legal work in connection with claims.

Preliminary Qualifications

In this book we are going to deal with examinations only, and the intending student *must* obtain from the Inn of Court to which he desires to belong the current regulations, which

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will include educational qualifications and also such edifying though possibly not educational ones as eating a number of dinners in hall during the term. Eating dinners is only a very small part of the qualification, and the examinations are both wide and of a high standard. The preliminary educational qualification is normally such as would enable the holder to matriculate in a university, and G.C.E. subjects are acceptable, subject to certain numbers of passes being obtained at the same examination and the inclusion of English and Latin among the subjects passed.

The Bar Examination

The examination for Call to the Bar is in two parts. Part I is in five sections and once the student has joined an Inn he may take those sections separately or all together or in ones and twos as he chooses. The subjects are:

Roman Law.

Constitutional Law and Legal History.

The Law of Contract and Tort.

The Law of Real Property, *or* Hindu and Mohammedan Law, *or* Mohammedan Law, *or* Roman-Dutch Law.

Criminal Law.

There are many exemptions for students who have passed university degree examinations in some of the selected subjects.

Candidates for Part II must have passed Part I. There are five sections for this part, but these must all be taken on the same occasion. The subjects are :

Common Law – General, and Special Subjects;

Equity – General, and Special Subjects;

Procedure – Civil and Criminal;

Evidence; Company Law,

and any *two* of: Practical Conveyancing; Divorce (Law and Procedure); Conflict of Laws; *or* Public International Law.

SOLICITORS

Lower in the legal hierarchy, but usually busier and amply remunerated, are solicitors, who plead in the lower courts, who prepare cases for all courts, and who instruct barristers by sending them briefs for actions and other work in the higher courts. The solicitor must be a man of more than average education, and must be of undoubted integrity. His work can, in a busy practice, involve every branch of law, and his days will be busy and full of interest. He sees, in the course of his professional activities, almost every kind of human being and is always close to the realities of life and its problems, hopes, fears, and above all its quarrels which lead to such a large part of the work of the courts. How, then, does he qualify?

Preliminary

He must have a good general education before he begins his professional studies, and evidence of this is provided by a determined performance at the General Certificate of Education Examination. For some time passes in *Latin* were required, *but this is no longer essential*. For those over twenty-eight years of age there is the Law Society's Preliminary Examination, consisting of two papers on English Language and Composition and English Literature and General Knowledge. Details of the requirements by way of artic. s, etc., should be obtained by intending candidates from the Law Society, to whom they must also notify their intention to take articles. With the exception of certain classes, including university graduates, articled clerks must attend one of the law schools of the Law Society. We are here however more concerned with the actual examinations, the subjects of which are as follow:

Intermediate Examination

The Elements of the Law of Real Property; the Principles of the Law of Contract; the Elements of the Law of Torts;

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Criminal Law; Public Law; and also Trust Accounts and Book-keeping.

The Final Examination consists of compulsory papers in :

The Law of Real and Personal Property; the General Law of Contract; the Law of Torts; the Law of Wills and Intestate Succession and the Principles and Rules of Equity; the Law relating to Income Tax, Estate Duty, and Stamp Duties; and Company Law and Partnership.

There are optional papers according to groups as below:

Group A. The Practice of Magistrates Courts; the Conflict of Laws and the Law and Procedure in Matrimonial Cases; Local Government Law and Practice; and the Law relating to Patents, Copyrights, Designs, and Trade Marks.

Group B. Practice of the High Court and County Court; the Sale of Goods, Negotiable Instruments, etc.; Admiralty Law and Practice; and the Law and Practice relating to Town and Country Planning, Compulsory Purchase, etc.

Sources of further information

Council of Legal Education,
7 Stone Buildings,
Lincoln's Inn,
London, W.C.2.

The Law Society,
Chancery Lane,
London, W.C.2.

The Law Society of Scotland,
Law Society's Hall,
Bank Street,
Edinburgh.

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ASSOCIATE MEMBERSHIP

The Law Society has now announced a scheme for associate membership of the Society, which is open to articled clerks, and which conveys some of the privileges of the Law Society's membership. Details may be obtained on application to:

The Secretary,
The Law Society,
Bell Yard,
Fleet Street,
London, E.C.4.

SOLICITORS' MANAGING CLERKS

Under a scheme jointly administered by the Law Society and the Solicitors' Managing Clerks Association, there is an examination for the Solicitors' Managing Clerks Certificate. There are various schemes for this certificate – either group certificates or specialized subject certificates – and the examinations are held in London and many provincial centres twice a year. Candidates must have attained the age of thirty before the examination for which they intend to sit begins and must be able to show that they have been employed in a solicitor's office for not less than ten years, war or national service during that period not being allowed to count. The examinations are at present held in May and November, and the particular group or specialized subject certificate for which the candidate enters can be completed in one day. Application for further details should be made, not to the Law Society but direct to:

The Honorary Secretary,
Solicitors' Managing Clerks Association
Maltravers House,
Arundel Street,
Strand, London, W.C.2.

CHAPTER XXVII

THE LIBRARIAN

The work of the librarian can be extremely satisfying – it brings him or her into contact with the whole of the public, each different type of reader having his or her own particular requirements, usually set within the limits of personal finances, and enthusiasts of every type regard the librarian as a friend and helper, ready to advise on books and sources of information and material to enrich their studies or advance their hobbies. The person engaged on research and the person who merely needs a book which will give an hour's escape from the ordinariness of a set routine are both persons of interest to the librarian, whose mind must at all times be ready to receive impressions, ready at all times to learn and to help. The librarian must keep abreast, of course, of publishing matters, must know about new books as and when they appear, and must know as well a good deal about publishers and the kinds of works they normally publish to be in a position to help the reader who knows a little about a book but not enough to be able to identify it and track it down for himself. The municipal libraries are in the majority, but there are also libraries attached to universities, colleges and government departments, while research institutions often maintain their own specialized collections of books. A fascinating field is that provided by the children's libraries, where young readers tax the ingenuity and sometimes the patience of the best and most experienced with their precise though often inadequately expressed requirements.

It follows that the librarian, whether in a municipal library

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or in the library of a firm or institution, *must* have a very wide general knowledge of life and matters. An acquaintance with the sciences is an absolute necessity – books are usually classified under subject-classifications and the librarian who does not know that books on shell collecting will be classified under ‘conchology’ is scarcely equipped to do his job properly, and it will be no surprise that the minimum academic qualification for admission to the First Professional Examination of the Library Association is five passes at Ordinary Level in the General Certificate of Education examination. One of the passes must, essentially, be in English. The requirements for the various examinations conducted by the Association are given below :

The First Professional Examination

Candidates must hold a General Certificate of Education with not less than five subjects at ordinary level for admission to this examination, the subjects of which are .

Librarianship

Purpose and Methods and Library Stock

Description, arrangement and use.

The next examination, the *Registration Examination*, has subjects in four groups ;

Group A. Classification and cataloguing.

Group B. Bibliography and Documentary Reproduction. Assistance to Readers.

Group C. Organization and administration.

Group D. Literature of a special subject.

The Final Examination

Designed to test the mature judgment of the candidates. In each field acquaintance must be shown with periodical library literature and contemporary development in each field.

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The examination is in four parts, and there are two three-hour papers in each part.

The subjects are:

1. Bibliography and book selection.
2. Library organization and administration.
3. Subject approach to the Literature of the Arts and Sciences with choice of English Literature, Philosophy and Religion, Social Sciences, Science and Technology, Fine Arts, Music, Medicine, History and Archaeology, and Linguistics.
4. One of:

Palaeography and archives.

Work with young people.

Advanced classification and cataloguing.

Historical bibliography.

Literature of Wales.

The candidate must have passed the Registration Examination, and may take the parts of the Final in any order. A specialist certificate in hospital library work is offered for those who have passed the Registration Examination.

These examinations will provide an entry qualification for the ordinary appointments, but it is almost essential for candidates for posts as senior librarians to possess a university degree, having regard to the wide range of knowledge requisite and the competition for senior posts.

Source of further information

The Library Association,
Chaucer House,
Malet Place,
London, W.C.1.

CHAPTER XXVIII

PHARMACY AND OCCUPATIONAL THERAPY

Pharmacy

'Take of syrup of glycerophosphates so many drachms, of something else 8 minims, add water to 12 ounces', and so on. The pharmacist occupies his useful and busy life in dispensing prescriptions given by doctors to their patients, bringing the healing medicines to those in need, always working accurately to fine measurements, always exercising care, whether using what are scheduled as dangerous drugs or not, always on the look-out for the wrong dosage or the incompatible ingredients (for even doctors can make mistakes) and performing dozens of services connected with medicine for his customers as well as, in these modern times, dispensing all kinds of soaps, perfumes and cosmetics, medical and surgical appliances and other goods which are now part of the stock of every pharmacist's shop.

This is a career; and a profession, held high in public esteem, demanding a careful attitude of mind, a high degree of integrity, and a never-failing sense of responsibility. It goes without saying that the candidate for such a career must have had a good general education, and once again the General Certificate of Education is used as a standard of measurement, for the first step for the intending pharmacist is to register with the Pharmaceutical Society of Great Britain as a 'student'. The educational requirement is met if the candidate possesses the G.C.E. with passes at Ordinary Level in English language, mathematics and a language other than English, and passes at Advanced Level in chemistry, physics, and either biology

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or botany *or* zoology. There are alternative schemes, details of which should be obtained by the intending student at the time he intends to make his application for registration (since requirements may change from time to time) and in Scotland and Northern Ireland requirements are roughly similar and of the same educational standard. After registration as a student, the candidate must then take a training course covering four years, or alternatively a university degree in Pharmacy which will entitle him to qualification after a further course in forensic pharmacy. These requirements do not fall to be dealt with in this book – we are concerned here in pointing out only the importance of the General Certificate of Education as the gateway to commencement of this professional career – a position it occupies to a greater or lesser extent where almost every other profession is concerned.

Occupational Therapist

Just as the pharmacist ministers to the inner medicine, the occupational therapist ministers to the no-less important physical or mental side of health and recovery from illness – the curing or alleviation of effects of physical and mental disorders fall within his province and his work is recognized as year succeeds year as ever more important and necessary. Instead of bottled medicines, the occupational therapist dispenses some curative *occupation* to the sick person, and the term ‘occupation’ is a very wide one which may mean in one case the very simple and restful activity of watching tropical fish swimming about in a glass tank, or in another case the moderate exercise of sitting up in bed making baskets from canes, or again the somewhat harder work of digging a garden or sawing up wooden logs. The unwritten qualification for the job is a liking for people, a desire to assist in mending the broken and strengthening the weak, and a considerable interest in humanity and its sufferings and problems they present. The occupational therapist may work in a hospital, in sanatoria, with elderly patients or the very young, and with the physically

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or mentally handicapped in any age group or condition. For employment with the National Health Service, it is essential for the occupational therapist to have the qualification of the Association of Occupational Therapists of London, or the Astley-Ainslie, Edenhall, and Associated Hospitals Board of Management of Edinburgh ; the addresses of these institutions are given at the end of this chapter.

In either case, there must be the usual evidence of 'good general education', and this is provided by the General Certificate of Education Examination – in England the requirement is of passes in five subjects at Ordinary Level, preference being accorded to those with subject-passes at Advanced Level. In Scotland the evidence required is provided by passes in the Scottish Leaving Certificate Examination. Having satisfied these requirements, the candidate for training in England and Wales must attend a personal interview and sometimes pass an entrance examination. The professional qualifying examination is in the undermentioned subjects, the candidate being required to take papers in the following groups of subjects, in two or more stages according to local requirements.

Group I. Anatomy and Physiology.

**Group II. Medicine, Surgery and Orthopaedics,
Psychiatry.**

Group III. Choice from many occupations and techniques.

**Group IV. Occupational Therapy applied to mental and
nervous illnesses.**

Physical Disabilities.

Social and Industrial Resettlement.

**Administration of an Occupational Therapy
Department.**

There are practical and viva-voce examinations in addition in most centres. Conditions for qualification in Scotland are roughly similar to those applying in England and Wales.

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Sources of further information

**Pharmaceutical Society of Great Britain,
17 Bloomsbury Square,
London, W.C.1.**

**Association of Occupational Therapists,
251 Brompton Road,
London, S.W.3.**

**Astley-Ainslie Hospital,
Grange Loan,
Edinburgh, 10.**

**Scottish Association of Occupational Therapists,
77 George Street,
Edinburgh, 2.**

CHAPTER XXIX

SURVEYING

Surveying is a career of considerable importance and surveyors people whose art stretches far back into the olden times. Their memorials are in the works of building and construction around them, for without their experience and knowledge very little could be done today in the constructional field. The valuation of land, mineral deposits and rights and house property; the development and management of estates; the measuring and mapping of natural features of the earth, the estimation of quantities of materials and their cost: all these are facets of the work of the surveyor and sides to a profession as many-sided as any other today.

The surveying of land has gone on for hundreds of years - the best-known survey ever to be made was doubtless the famous Domesday Survey, the results of which are still of greatest value to scholars. The surveyor now is concerned with problems of measuring, levelling, and precise planning in relation to a specified area. The land surveyor is a specialist upon whose work the ordinary surveyor must rely, and he is concerned with the shape of the whole earth as well as the individual plots which occupy his attention from time to time. His companion, the hydrographic surveyor, does in harbours and ports what the land surveyor does ashore. All of them must be able to make expert use of maps such as the Ordnance Survey maps and charts. They must all be acquainted with the science of triangulation as applied to land measurements and the use of the theodolite. A new branch of surveying is

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developing with the use of aircraft for survey purposes both at home and abroad.

The government is continually making maps and ordering surveys for military and economic applications, the War Office having a survey department of its own for specialized work of this character. The Admiralty takes responsibility for a great deal of hydrographic surveying, and Admiralty charts are recognized as the best in the world for navigational and other purposes. It is important in this connection to note that the Admiralty department responsible for this work insists that candidates shall have a quite considerable sea-going experience, and training for work on Admiralty charts is therefore clearly an occupation closed firmly against the land-lubber!

Land surveying takes many different forms and is carried out for many different purposes. In this book we shall deal with the examinations, and the candidate must obtain from the societies or associations concerned definite information as to the scope of their qualifications. Owners of large estates employ surveyors for a large number of jobs on their estates – land, game, fish, minerals – all these are part of the valuable amenities of the estate, and must be observed and assessed and protected on the advice of the surveyor of the estate. Quantity surveyors are more concerned with assessment of the quantities of materials, and the cost of them, for specific undertakings. All building and constructional work is expensive at the present time, and an error in estimation can lead to so much expense being incurred that a project has to be abandoned – sometimes halfway – because of unexpected expense or increase in prices of a prohibitive nature. A building surveyor has more closely defined responsibilities associated with a particular project, or is concerned with the making of repairs to buildings, or their utilization to the best commercial advantage.

The work of the surveyor can take him to any part of the world, and wherever he may go he will be an essential and

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respected member of a specialized team and a very necessary cog in the machinery of building and construction and planned use of land and accommodation wherever it may be.

There is a further growing professional activity of the surveyor – the valuation of property. Everyone who seeks to borrow money for house-purchase will require his services, since he must advise the finance company or building society as to the security value of the property in regard to which the money is to be lent; and he comes into our lives again when it is necessary to assess estate duty in the case of the estates of deceased persons. Housing Management, Mining Surveying and Town and Country Planning are matters with which the surveyor is also connected very closely, and it is important that the candidate for entry into the profession should acquaint himself fully with the duties of the branch which he seeks to join, since each branch of surveying we have mentioned is highly specialized and a complete study in itself. He cannot do better than go for advice to the sources named at the end of this chapter.

The principal societies and institutions are named below, and details of their examination schemes are given here where they have not already been dealt with in other chapters of this book:

The Chartered Land Agents' Society

Holds three professional examinations leading to designation as Fellows or Qualified Associates of the Society. The minimum age for entry is seventeen years and candidates must have attained a satisfactory standard of general education. Fellows and Qualified Associates use the designations F.L.A.S. and Q.A.L.A.S. respectively.

The Chartered Auctioneers' and Estate Agents' Institute

There are special conditions for membership of this Institute, chiefly concerned with the regulation that candidates or members must not be engaged in any trade or business

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occupation incompatible with membership of the Institute. Members are either Fellows or Associates, using the letters F.A.I. and A.A.I. Students must be sixteen years of age or over, and they must pass the Preliminary Examination or obtain exemption from it, for the latter purpose a G.C.E. in English and Mathematics and two other subjects is normally considered acceptable. Following the Preliminary Examination are an Intermediate and either a Final or a Direct Final. Details of these are given elsewhere in this volume.

The Incorporated Society of Auctioneers and Landed Property Agents

Membership of this society is obtained through examinations in four divisions – Agricultural Practice, Chattels, General Practice, or Housing Management. Candidates take one division only, and in each division there is an Intermediate Examination and either a Final or a Direct Final Exam. There is no formal Preliminary Examination, but those candidates who have not already obtained a General Certificate of Education with passes in English and Mathematics must take those two subjects at the Intermediate Examination in addition to the other subjects of that examination. The minimum age for admission to the Intermediate Examination is seventeen years, and for the Final, 19 years.

The Institute of Quantity Surveyors

Fellowship and Associateship are open to professional and 'commercial' quantity surveyors. The designations are F.I.Q.S. and A.I.Q.S. respectively for Fellows and Associates of the Institute.

There are Intermediate and Final Examinations, but before entry for the Intermediate, candidates must possess a G.C.E. or its equivalent in English, Mathematics, Geography, and two other subjects. There are certain exemptions at the examinations, especially for those who have passed the

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equivalent examinations of the Royal Institution of Chartered Surveyors (Quantities Section).

The Incorporated Association of Architects and Surveyors

Membership is available only to those employed in the profession, and is in two grades – Fellows (F.I.A.S.) and Associates, designated A.I.A.S.

Candidates for the examinations must have a General Certificate of Education or its equivalent with passes in English, Mathematics, and two other subjects and be of a minimum age of nineteen for the Intermediate Exam. and twenty-one for the Final. Exemption may be granted at the Intermediate Examination to holders of a Higher National Certificate or a Diploma in Building.

The Rating and Valuation Association

Fellows and Associates are designated F.R.V.A. and A.R.V.A. respectively. There is no Preliminary Examination, but candidates must have qualifications equal to a General Certificate of Education in English, Mathematics and two other subjects, if they are under the age of twenty-one.

The minimum age for entry to the Intermediate is nineteen years and for the Final twenty-one years. It is necessary to pass the Intermediate Examination before sitting for the Final. There are a number of exemptions.

Owing to the exceptionally wide range of subjects involved and the special conditions required by many of the Institutions, it is not possible to deal with syllabuses of each examination and intending candidates *must* communicate with the Society or Institution of their choice and obtain up-to-date copies of the syllabus and regulations. The addresses are:

The Royal Institution of Chartered Surveyors,
12 Great George Street,
Westminster,
London, S.W.1.

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**The Chartered Land Agents' Society,
21 Lincoln's Inn Fields,
London, W.C.2.**

**The Chartered Auctioneers' and Estate Agents' Institute,
29 Lincoln's Inn Fields,
London, W.C.2.**

**The Incorporated Society of Auctioneers and Landed
Property Agents,
34 Queens Gate,
London, S.W.7.**

**The Institute of Quantity Surveyors,
98 Gloucester Place,
London, W.1.**

**The Incorporated Association of Architects and Surveyors,
29 Belgrave Square,
London, S.W.1.**

**The Rating and Valuation Association,
29 Belgrave Square,
London, S.W.1.**

CHAPTER XXX

CAREERS IN TOWN AND COUNTRY PLANNING

There is no doubt that, whether we like it or not, and whatever the colour of the government of the day, Town and Country Planning is with us, and with us to stay! A comparatively new branch of endeavour (at any rate in its present form), it has quickly given rise to a new profession for those who work in it, and over the last few decades has rapidly developed to the point at which it opens up prospects of lucrative and interesting careers to those professionally qualified. The careful planning of the Romans of such towns as Verulamium, the ruins and remains of which are on view at St Albans in Hertfordshire, has after thousands of years been replaced by our own system, which received special impetus as a result of the damage occasioned by enemy action in the Second World War. Long before then, however, there had been statutory powers enabling local authorities to apply planning schemes, although before the war the politics of the local authority had a good deal to do with the implementation of those powers or otherwise. Now, however, the powers must be utilized everywhere to which the Act applies, and it has been gradually extended to cover all land whether in town or country.

Men and women who wish to enter this field are expected to hold, before they begin to specialize at all, passes in the General Certificate of Education or an equivalent examination, and the necessity for this will be understood when it is realized that many of the town and country planning courses are held at university colleges to which the usual entry qualifications apply. There are full-time or part-time courses, leading to the

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professional qualifications obtainable by examination as detailed later in this chapter.

The Town Planning Institute

The Town Planning Institute has six classes of membership, and it holds three examinations, the Intermediate, Final and Legal Associate Membership Examinations. Candidates for the Intermediate Examination must be at least twenty years of age and must possess Preliminary Certificates of which current details should be obtained from the Institute, among which are specified passes achieved in the General Certificate of Education Examination. The subjects for the Intermediate Examination are :

Part I. Testimonies of study and set piece; a measured drawing of a building of good design, five freehand sketches; analytical study of a square, street, terrace, or group buildings of architectural interest; field surveying and levelling; a set subject for design; and working drawing.

Part II includes papers on elementary construction of buildings, roads, and bridges; surveying and levelling; historical development of planning; outline of history of architectural and garden design in the British Isles; the Principles of Design; Central and Local Government; Outlines of Planning Law, and Design; drawn subject.

In addition there is practical work to be done.

The Final Examination, for which the minimum age is twenty-one, is open only to those who have passed either the Intermediate Examination of the Town Planning Institute or the Final Examination of the Royal Institute of British Architects, Institution of Civil Engineers, Institution of Municipal Engineers, or certain other bodies.

The subjects of the Final Examination are :

Part I. Testimonies of Study and Oral; General Testimonies; Special Testimony (a) Survey, physical, social and

CAREERS IN TOWN AND COUNTRY PLANNING

statistical; (b) Plan and Design, physical and architectural; and (c) Programme of Development.

Part II consists of examination papers and practical work on the syllabus: Historical Development of Planning; Outlines of Social and Economic Organization; Town Planning Practice; Sketch Plan and report - site inspection; Sketch Plan and report - the Report, Architectural Design and Amenities in relation to Planning; Civil Engineering in relation to Planning, Law in relation to Planning; and Elements of Applied Geology and Economic Geography.

Legal Associate Membership is open only to qualified legal practitioners.

Source of further information:

The Town Planning Institute,
18 Ashley Place,
Victoria,
London, S.W.1.

CHAPTER XXXI

OTHER CAREERS – 1

We have dealt at some length in the preceding chapters with those careers for which hard-and-fast educational standards are laid down, and in this and following chapters we shall deal with those careers for which a very good general education is necessary but in respect of which, for one reason or another, the requirements have not been formally determined. In every case, the standard of education required is higher than average, and in the majority of cases a number of 'passes' at the General Certificate of Education Examinations will meet the requirements. It must be remembered that whilst there are still good careers to which an interview is the key for acceptance or appointment, that interview is conducted by educated men who will expect certain standards in the applicant and, since there is no other general yardstick, they will in the main turn to the G.C.E. Examination in determining the standard they expect. Each of the following careers has been described generally, and at the end of the description we have given guidance, where possible, as to the most suitable G.C.E. subjects the intending candidate could attain.

The Army

Gone are the days when a soldier was expected to be an automaton, discouraged from thinking about his job or his career, and acceptable because a low standard of education would tend to make him less troublesome to his commanders! The soldier in the modern army is encouraged to go ahead and obtain promotion, and when promotion has been attained the

OTHER CAREERS - 1

financial rewards of the present-day army make that attainment well worth while. For intending officer candidates who are young enough, the standard of education required need not be much higher than the General Certificate of Education at Advanced Level - the army will take over the academic education of the candidate as well as his military education, and they will progress side by side. The 'other rank' can, if he wishes, make an excellent career in the army, learning some specialized trade and, if he attains first-class standards of proficiency, he will find that at the end of his colour service he can pursue the trade in civilian life and that normally civilian professional associations or trade unions will recognize his army qualification and award equivalent civilian status. The careers open to a soldier are so numerous that we cannot even attempt to deal with them, many of those in the technical corps - Engineers - Service Corps - Medical Corps and so on - are full of interest, involving first-rate courses of study, and such that the qualified tradesman in those trades is respected in the army and in civilian life alike for his attainments. The army has its own system for educational grading - there are Third, Second and First - Class Certificates of Education, for which every soldier is encouraged to sit, and there is also an Army Special Certificate of Education which is the rough equivalent in most subjects to average University Entrance requirements. There is no fee in connection with these examinations, the Army Special Certificate is recognized in some civilian trades and by some civilian professional associations, and tuition is provided by the Service in Service time for those who desire to enter for any of the certificates under the scheme. Whilst it is not true to say that there is no educational requirement for entry or recruitment into the army (there *is* an examination for recruits which deals with the bare essentials only), it most certainly is true that an educational standard is essential to getting anywhere in the Service when once enlisted, and those who may contemplate Service life as a career will be well advised to keep up their school studies in

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English and mathematics at least and to add to their knowledge of these subjects whenever opportunity arises.

The Navy

Conditions are much the same as in the army, and a very good educational standard is essential for the higher appointments on the 'lower deck'. Conditions for officer entry are laid down from time to time and details may be obtained from the Admiralty on application.

The Royal Air Force

A rather higher standard of education is necessary for most forms of officer entry – a University degree in most cases the minimum standard except in candidates too young to have been able to obtain one, and for such candidates there are schemes based upon Advanced Level G.C.E. attainments. For other ranks there is a reasonably higher standard at recruitment than in the case of the army, and for promotion to non-commissioned or warrant rank in this Service more than average educational attainments are required. General Certificate of Education passes here are of considerable value, and English and mathematics are among the essential subjects.

The Police

This work requires a high standard of education and intelligence. Most forces do not lay down formal standards of education, but the interviews are searching and soon weed out the candidate whose educational status is below a certain level. English is one of the principal requirements – for as the young policeman after appointment goes out on ordinary duty he will find himself constantly required to make written reports of all kinds of occurrences, and usually to deal with questions from prosecuting or defending Counsel in Magistrates' Courts, some cases even going to the Central Criminal Court and perhaps from there to the Court of Criminal Appeal. As he attains

OTHER CAREERS - 1

promotion, the police officer must ever more carefully devote himself to the study of complicated Acts of Parliament, Police Regulations, Orders in Council and Statutory Instruments, and while performing his more routine work he will be brought more and more into contact with the Courts and Welfare and other organizations where a lack of education would be a great embarrassment or even a bar to doing the job properly. Promotion to Inspector rank in many forces involves actually conducting prosecutions in the Courts, just as a barrister might do it, and here especially a high educational standard is quite essential. General Certificate of Education passes in English, mathematics, logic, literature and general science are extremely desirable, since when the officer is in contact with solicitors and barristers he must have an educational standard approaching theirs if he is not to appear at a great disadvantage before them and before the Courts.

Civil Aviation

Qualifications for pilots are outside the scope of this book, but there are many who will read it because of an interest in appointments such as those of stewards or air hostesses. The life of every one of these employees of airlines is of great interest, with obvious opportunities for travel, and requires a good deal of educational attainment if the duties are to be properly performed. Quite clearly, a knowledge of catering is essential since stewards and hostesses have to prepare and serve meals, in somewhat more difficult and exacting conditions than in a catering establishment on the ground, and they have to deal with all kinds of passengers. No one person can hope to cope with all the languages which may be spoken by a typical plane-load of passengers, but some ability in French and German is so necessary as to be almost an essential qualification for appointment. Applicants must be of good appearance and smart in uniform, must be of good address and behaviour, calm in the face of possible emergency, pleasant in demeanour and with a good deal of patience and sympathy.

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where individual passengers may require it, and of an educational standard not less than four or five passes in the G.C.E. at Ordinary Level. English and mathematics are essential, and of course any other languages would be very advantageous. Here again, selection for recruitment is by interview rather than by firmly laid down standards, but the educated aspirant will have a much better chance and, other things being equal, the one with the best educational qualifications will win the day.

Customs Officers

These officers of the Revenue, in smart uniforms very much like those of naval officers, can be seen at ports and airports all over the country. Entry must normally be before age twenty-two has been attained, and there are qualifying examinations, for which studies for the various subjects of the General Certificate of Education form a very good preliminary training, with English, mathematics and general science predominating in importance.

CHAPTER XXXII

OTHER CAREERS – 2

Hobbies and pastimes of bygone days have given rise in these modern times to great industries, with schools of instruction, professional standards and associations, and in some cases to very well-rewarded careers with the limelight and adulation of 'fans' or a devoted following as in the case of the world-famous Ballet at Sadlers' Wells.

Dancing

For many of the readers of this book, it is too late to think of a career in professional dancing for themselves, for this is essentially one of the arts in which the physique is of major importance, and if the liteness and suppleness of body are to be retained, training must have been begun at the age of eight years or thereabouts ; but of course there are means of entry to the profession for those who do not aspire to the highest honours, but it is for those under ten years of age that the greatest prospects are reserved. There are many schools of dancing and ballet situated all over the country, most of them associated with famous performers of the past or present. In addition to the physical qualifications which are so essential, it is imperative that the aspirant to high honours should have a general education at least up to the 'O' Level standard of the General Certificate of Education. Such subjects as English and other languages are high in the list of importance, but those dealing with Music and similar arts are of great value, as are studies in literature and history. Entry into the *teaching of ballet* may be made up to the age of seventeen years, and here

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the Advanced Level standard at the General Certificate of Education may well be expected and should be attained if at all possible. Further and more detailed information may be obtained from the Royal Academy of Dramatic Art (known as 'RADA') or the Royal Ballet School.

Dramatic Art

The professional side of the stage is one demanding a good deal of ability and knowledge, and in addition to the G.C.E. courses in English and literature the candidate will do well to achieve as wide a general knowledge as possible. The purely professional side is catered for at the dramatic schools, which are easily accessible in most parts of the country, but there is keen competition for entry into the higher-grade schools and the candidate's physique and educational standard, taken together, are usually the deciding factors. Stage management, dress design, voice production, diction, microphone technique, and the differing techniques for stage, broadcasting and television all have to be studied, as well as such ancillary subjects as mime, deportment, dancing, fencing, poetry, and general dramatic presentation. There is a *teaching* profession allied to drama as well, and here again entry may be at a later age than for the actual stage careerist, although in drama generally the extremely young age of entry applicable to ballet is not as a rule required. Details can be obtained from local dramatic schools of the candidate's locality or from the Royal Academy of Dramatic Art in Gower Street, London, W.C.1.

Music

The subjects of music and singing are usually allied, and entry to the professional side is usually by obtaining a diploma from one of the recognized examining bodies. There are two sides to the profession – the 'practical' side for the practising musician, bandsman, etc., and the teaching side for music teachers, whose numbers increase as the years go by and who are now regarded as 'essential extras' on the staffs of the

OTHER CAREERS – 2

majority of private schools. Considerable care must be given to the question of planning a musical career, however, since the profession is one depending more or less completely on individual contracts and there are, in the lives of most performing musicians, long periods of enforced 'resting' which must give rise to depleted financial resources and consequent financial anxiety. The teacher is in a somewhat better position, but there seems to be some kind of temperamental problem hanging over the world of music teaching, and posts are seldom held for any great length of time. Probably the most regular employment is that of the 'resident' bandsman of the large hotel, or the cinema organist of the great city cinema, although with modern development the cinema organist is becoming much rarer as each year passes, and eventually he, too, will become extinct as the march of automation and recorded music presses onwards. Church organists are in the main an unpaid body of devoted workers, although at some cathedrals and some of the larger churches there are paid organists, who usually have to hold an academic degree in music, and even then seldom manage to live entirely on the rewards of their labour. Probably the future of the musician lies with the sound and television broadcasting and the recording services, but most established musicians will describe the career as a precarious one to say the least.

CHAPTER XXXIII

OTHER CAREERS – 3

The social side of life has produced many changes in employment over the past few years, especially in the way of personal services and services to the community as a whole.

Beauty Culture

The ‘beautician’, as the Americans persist in calling her, does a job which, originally the province of the wealthy, is now demanded by all young people who seek to make the most of appearance and youthfulness while it will last. Hairdressing for women and beauty culture are skilled trades, for which a long apprenticeship may be required, and men’s hairdressing is similarly a skilled occupation. Instruction is provided at part-time schools in all the main centres of population, or by working master hairdressers. The normal method of training is to combine practical work with evening or afternoon school instruction, and in order to profit from the courses available a good general standard of education is desirable. English, mathematics, and general science subjects provide an ability to converse with those customers who expect it, and in the case of ladies’ hairdressing will also furnish some of the essential knowledge of the use of dyes, etc., without which very unwanted results may be obtained on the customer’s hair which can be followed by unfortunate legal consequences in some cases. There are two main bodies in the profession from which further details can be obtained:

The National Hairdressers’ Federation,
20 Cranbourne Gardens,
Golders Green,
London, N.W.11,

and the,

Incorporated Guild of Hairdressers,
33 Great Queen Street,
London, W.C.2.

Photography

This is a 'personal service' which enjoys increasing popularity every year. The advent of the colour photograph has created a new interest in the hobby for the amateur, and has opened up a wide new field for the professional, whose portraits and wedding photographs in colour grace many a home and serve to keep many a scattered family united. The present-day applications of photography cover portraiture, legal work, medicine, the press, television services, advertising filmlets, general press advertising illustration, and the making of publicity films for functions of all kinds from civic services to the local municipal fête. The qualifications for entry into photography as a career are seldom defined in terms of examination certificates, since the differing types of photography demand so many different qualities — personal qualities for portraiture and child photography in particular, an acquaintance with the various branches of science in which photography is required for the scientific photographer, a good 'news-sense' for the press worker, and very specialized skills for the motion-picture enthusiast. The General Certificate of Education courses will provide excellent training in many subjects, and English, mathematics, art, history, geography, mechanics, anatomy and physiology, botany and zoology are subjects from which a choice should be made according to the type of career photography in which it is intended to specialize. For the would-be commercial photographer in the general field, much helpful information and advice can be obtained from:

The Institute of British Photographers,
38 Bedford Square,
London, W.C.1,

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which conducts examinations in professional knowledge and technique.

Printing

This is an industry in which there is always room for the trained operator – a typographer of ability is assured of a steady demand for his services, and the industry is one well organized from the point of view of pay and working conditions at the present time. A considerable and wide general knowledge is required for the really good compositor, who will find himself called upon to use very complicated machinery in typesetting and will find a need for a wide educational standard to enable him to comfortably deal with much of the technical matter which may come before him in the course of his work. Apart from the compositor, there are skilled craftsmen engaged in the making of printing blocks, etc.. and also for binding the finished work. A good standard of English is essential to the worker in the printing and allied trades, with additional requirements for those who will have to do specialized work in typesetting where the papers of educational and technical publishers are concerned. Much of the printer's work may well be very confidential until it is published, and character and integrity are essential in those who practise the printer's art. Details of training, conditions of employment, etc., may be had by interested enquirers from:

The Joint Industrial Council of the Printing
and Allied Trades,
60 Doughty Street,
London, W.C.1.

Insurance

The insurance companies of the United Kingdom carry the risks of the whole world upon their shoulders, backing their policies with tremendous resources, and using their accumulated funds to assist the development of trade, industry, and commerce to a tremendous extent. Some of the older-established

OTHER CAREERS - 3

companies wield great power and influence in the financial world, and their names have become household words in cottage and stately home alike. Insurance is a profession which offers a most varied and at times an exciting career - its many branches cover everything from tempest to tornado, from theft to loss of business profits, from personal injury to public liability, from fire to subsidence, the endowment policies meet contingencies almost from life's beginning to its end, and such controversial matters as traffic accident claims and those branches which tend to reduce the losses from crime and banditry produce every day new mysteries to be solved, new matters to be investigated, enquiries to be made, properties to be traced, and work such as would delight the heart of many a reader of detective fiction is, to some claims inspectors and investigators, a matter almost of daily routine.

Insurance work requires, then, keenness, perception, often brilliant deduction, above all an ability to meet with sympathy the genuinely shocked and distressed, with humanity the bereaved, and with a good deal of shrewdness the members of the community to whom an insurance company is fair game for any amount - by proper means or foul! Inevitably there is a lot to be done in the way of correspondence and reports - there is kindness and gentleness to be shown to the aged, the newly orphaned and the widowed, gentle firmness to be exhibited to those who do not take a very realistic view of the claims they may be entitled to make, and occasionally a delightful tact in dealing with those who, your claims investigator probably knows, are out-and-out rogues but who must nevertheless be sent a masterpiece of letter-writing which will give a clear indication that their claims are not for a moment regarded as genuine but will nevertheless combine a politeness of phraseology which will preserve the writer from the very great dangers of the defamation laws if they get into the hands of other parties. There must often be a sound knowledge of law, always a sound understanding of human nature, and the ability to ferret out facts concealed by a great deal of

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camouflage, intentional or accidental, according to the nature of the claimant with whom the investigator has to deal. The first qualification for all this work is in English – the ability to write a sound letter and a concise report – mathematics – a knowledge of whatever branch of the law of insurance covers the speciality subject on hand or in contemplation – the ability to mix with the humble and the exalted alike, to encourage the timid and to restrain the impolite – in general, to meet the world on equal terms; and good general knowledge with a dash of general science together with speciality knowledge such as anatomy (for reading medical reports), traffic law (for accident claims), safety regulations for employer's liability cases, the Factories Acts for industrial injuries, and knowledge of similar subjects is quite essential to success on the highly competitive but greatly rewarding insurance ladder. The generally accepted qualifications are G.C.E. certificates for the new entrant, the qualifications A.C.I.I. or F.C.I.I. for the departmental manager, and a degree such as LL.B. for many of those at the top. The A.C.I.I. and F.C.I.I. qualifications are awarded as the result of examinations, and exemption from the preliminary educational papers is granted to holders of G.C.E. certificates in certain subjects. The complete regulations for the Associateship and the Fellowship of the Institute can be obtained on application to:

The Secretary,
Chartered Insurance Institute,
20 Aldermanbury,
London, E.C.2.

PART FIVE

CHAPTER XXXIV

OTHER EXAMINATIONS

We have dealt with the examinations of the University of London at some length, and have also taken pains to point out that the main bias of those examinations is on the academic rather than on the practical side. It is true, of course, that *some* university graduates will get very highly paid positions 'at the top', but of course we cannot all be 'at the top' and indeed life would be a very peculiar business if everyone was in that coveted position. Most of us require to learn, not purely academic material, but really practical knowledge in connection with our own employments.

Many find that university examinations are too expensive for them to contemplate, others that the courses of study are too long, quite a number that the examinations are too difficult for them, anyway. Again, many do manage to pass their university examinations and then find that all the places 'at the top' have been filled for the time being, and that they are quite unqualified to earn a good living on any other rung of the ladder. This may sound revolutionary, but imagine that you are an employer with a big suite of offices. You want someone to type your letters. If a young lady who is a Bachelor of Science in Economics offers to do the job (and

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it *does* happen), what do you as an employer say, to her? Probably out of politeness you say, 'But, well, Miss, you are too good for his job.' That is politeness. What you really mean is, 'Well, Miss, you wouldn't be the least use to me for the work I would wish you to do.' To meet the needs of the great body of people who want good, well-paid jobs but who do not wish to go through the long course for a degree, there are examinations conducted by the London Chamber of Commerce and the Royal Society of Arts. As the name of the former institution suggests, its examinations are based on attainments useful in the commercial world, and the applicant for employment as a typist would do far better to produce a London Chamber of Commerce certificate in shorthand and typewriting to her prospective employer than to offer him a diploma in Geography or a degree in Economics. The examinations of the London Chamber of Commerce and the Royal Society of Arts are open to every candidate who desires to present himself or herself for them, there are centres in many parts of the United Kingdom, elsewhere in the Commonwealth, and in the case of the London Chamber of Commerce in particular in some foreign countries as well. The certificates granted by these examining bodies are recognized by employers, and indeed the senior grade certificates are held in very high regard. They do not however serve the purpose where university entrance is concerned, and this is but one of the many factors going to show that university education is mainly academic, whilst in life too high a value can never be placed in the practical side of education.

The London Chamber of Commerce concerns itself in examinations with the whole range of commercial knowledge – banking and currency, business statistics, commerce and finance, costing, cargo insurance, marine insurance, salesmanship and sales management, secretarial practice, shorthand and typewriting is a fairly representative list of the subjects included in the syllabus. In addition to these Higher Stage subjects, there is an extremely valuable private secretary's and

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shorthand-typist's diploma, and there are examinations in law which include the varied and extremely interesting law subjects of Bankruptcy and Companies Winding-up, Commercial Law, Company Law, the Constitution and Principles of English Law, Law of Contract and of Tort, Procedure and Law of Evidence, Land Law and Conveyancing, and the Law of Wills and Trusts.

The examinations of the Chamber are held in three stages – Elementary, Intermediate, and Higher. Entry fees for these examinations vary, the Elementary stage entry fees are considerably cheaper than Ordinary Level entry for the General Certificate of Education, and Higher Stage Examination fees are a little more than half the fees for the G.C.E. Advanced Level. There are group diplomas, for which the composite fees are extremely reasonable. At the disposal of the Education Committee of the London Chamber of Commerce are a large number of scholarships, medals and prizes, some of which are of considerable monetary value. Examinations are held in the winter (February), in the spring (May), and in the summer (June to July).

The higher group diplomas, at the Higher Stage Examinations, are as below; a pass in a subject being sufficient unless otherwise stated:

<i>Diploma.</i>		<i>Subjects.</i>
Accounting	Accounting with Distinction. Commerce and Finance. Commercial Law, or Economics, or Business Statistics.
Costing	Costing with Distinction. Accounting. Commerce and Finance, or Com- mercial Law.
Economics	Economics with Distinction. History. Commerce and Finance, or Banking and Currency.

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<i>Diploma.</i>	<i>Subjects.</i>
Languages One language from the syllabus with Distinction. English.
	Another foreign language.
Law	Passes in any three law subjects.
Secretarial Practice	Secretarial Practice with Distinction. Commercial Law.
	Company Law and Winding-up.
Shipping ..	Shipping with Distinction. Commerce and Finance. Geography, or Marine Insurance.

The standards of marking are: 50 per cent for a pass and 75 per cent for a pass with distinction at all three stages.

In the next chapter we give some helpful notes on the syllabuses for the Chamber's examinations, but again the intending candidate *must* obtain the current official regulations. The present price is 1s. 3d. post free, and application for them must be made to:

The Secretary, Commercial Education Department,
London Chamber of Commerce,
69 Cannon Street,
London, E.C.4.

CHAPTER XXXV

LONDON CHAMBER OF COMMERCE EXAMINATIONS

Some notes on the broad structure of the examinations scheme of the London Chamber of Commerce were given in the previous chapter, and here we propose to give brief notes on the syllabuses which may be of assistance to intending candidates at the earliest stage of planning their studies. It must be borne in mind that some subjects can be taken only at certain examinations, and that the full syllabus is essential. Directions for obtaining the official syllabus have already been given earlier in this part.

ACCOUNTING. Higher stage only. Spring and autumn. Accounts of sole traders, partnerships, companies; Companies Act, 1948, relating to Accounts. A thorough knowledge required of all branches of this subject, including the interpretation of published accounts and principles of financial budgeting.

ADVERTISING. Higher stage only. Spring. Economics of advertising, planning of campaigns. Press, posters, films, radio, television, illuminated signs, vehicles. Trade marks, slogans, mascots. Catalogues, folders, dealer-aids – again a wide general knowledge of the subject is essential.

ARITHMETIC. Papers set at all examinations, except at the Higher stage for which candidates may sit only in the spring and autumn examinations.

BANKING AND CURRENCY. Higher grade. Spring and autumn only. Questions are set on the general aspects of banking and currency taken together.

BOOK-KEEPING. Elementary and Intermediate stages only. The

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candidate at the Elementary stage must have a good knowledge up to Trial Balance and Balance Sheet. Examination papers are set at all three series of examinations.

BUSINESS STATISTICS. Papers at Intermediate and Higher stages. May be taken in the spring examinations only.

COMMERCE AND FINANCE. Higher grade. Papers set at the spring and autumn series of examinations. Home Trade, Foreign Trade, Money and Banking.

COSTING. *Intermediate* stage only. At all three series of examinations. *Higher* stage, in the spring and autumn series.

ECONOMICS. Intermediate stage, at all examinations. Higher stage, at the spring and autumn series only.

ECONOMICS. Intermediate stage, at all examinations. Higher stage, at the spring and autumn series only.

ELEMFNTS OF COMMERCE. Intermediate stage only. At all series of examinations. Includes Commercial activities, Retail Trader, Wholesale Trader, Transport, Finance, Methods and Terms of Payment, Typical Forms of Commercial Organization, Foreign Trade.

ENGLISH. Elementary and Intermediate papers set at all examinations. Higher stage, at the spring and autumn series only.

FOREIGN LANGUAGES

Elementary. French, all examinations. Arabic, German and Spanish, spring series only.

Questions will be set to test knowledge of basic vocabulary and elementary syntax, indicative and imperative of regular and common irregular verbs, questions on a text in the foreign language. Prose passage for translation into English. English prose for translation into the foreign language.

Intermediate. French, at all examinations. Chinese, Malay, in the spring and autumn examinations. Arabic German, Spanish, in the spring series only.

The requirements of the elementary syllabus at a Higher stage, plus an account of an occurrence to be written in the

LONDON CHAMBER OF COMMERCE EXAMINATIONS

foreign language about 200 words in length, and an oral test consisting of dictation in the foreign language to be written in that language, reading of a passage from a foreign language or periodical, and a conversation on everyday topics in the foreign language concerned. The written and oral tests must be passed within twelve months of each other.

GEOGRAPHY. The Elementary and Intermediate stages may be taken at all the examinations, but those for the Advanced Certificate at the spring examinations only. Candidates should be able to draw sketch maps freely.

GENERAL SCIENCE. Papers are set at all three examinations in the year, there is one compulsory question and a choice is allowed in respect of the others. The syllabus covers general science, magnetism and electricity, biology, chemistry, heat, light and sound, and mechanics.

HANDWRITING. Elementary Stage. May be taken at any of the examinations. Copying, ruling up, and addressing envelopes are among the tests involved. *Intermediate stage* papers are also set at all examinations and again the tasks include copying, ruling up, statements, receipts, telegrams, etc. Envelope addressing with envelopes of various sizes, testing writing without lines. The old-fashioned style with thick downstrokes should be avoided. Simplicity, uniformity of size, style, slope, and spacing are much more important.

HISTORY. The Elementary and Intermediate stages are set at all the examinations, but the Higher stage at the spring examination only.

CARGO INSURANCE. Higher stage only, to be taken only in the spring series.

MARINE INSURANCE. Higher stage only, also only at the spring examination.

LAW – BANKRUPTCY AND WINDING-UP. Higher stage only. A good general knowledge of the Bankruptcy Acts and practice, the Winding-up of Companies, and Deeds of Arrangement. May be taken at the spring examination only.

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LAW – COMMERCIAL. Higher stage only. May be taken only at the spring and autumn series of examinations. Includes the subjects of contracts; the Sale of Goods Act, 1893; partnerships; Bills of Sale; patents; trade marks; trade libels; ‘Passing-off’; and a wide general knowledge of this branch of law.

LAW – COMPANY. The Companies Act, 1948, with a wide knowledge of practice and procedure. Nature of a Joint Stock Company, Membership of a Company; share certificates and warrants, Capital, Holding and Subsidiary Companies, Borrowing Powers, Management and conduct of the business of a Company, Company Meetings; Private Companies, Winding-up and Foreign Companies. The certificate is at the Higher stage and examinations are held in the spring and autumn series only.

LAW – THE CONSTITUTION AND PRINCIPLES OF ENGLISH LAW. The Constitution, the Royal Prerogative and Parliament, Basic Notions of Law, the Civil and Criminal Courts, and the Principal Departments of State and Local Government. An elementary knowledge only is expected in regard to most of these items, and the examination, which is at the Higher stage, is included in the spring series only.

LAW – CONTRACTS AND TORTS. Higher grade only, examination in the spring series only. Contracts, the Law of Agency, Torts.

LAW – LAND LAW AND CONVEYANCING. Higher stage, at the spring series of examinations only.

LAW – WILLS AND TRUSTS. Higher stage only, and papers set only in the spring series of examinations.

MATHEMATICS. Papers are set at all three grades and at all three series of examinations throughout the year, with the exception of the Higher grade papers which are set in the spring series only.

SALESMANSHIP AND SALES MANAGEMENT. Higher stage only, papers set in the spring series only.

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SECRETARIAL PRACTICE. Papers at the Higher stage are set in both the spring and autumn series of examinations.

SHIPPING. Higher stage only, papers set only in the spring series of examinations. The Economics of Shipping, the Law of Shipping, and the Practice of Shipping.

SHORTHAND. Elementary, Intermediate, and Higher grade papers set at all examinations.

FRENCH SHORTHAND. Papers at all stages, but the subject may be taken in the spring series of examinations only.

SHORTHAND TYPIST'S CERTIFICATE. Intermediate grade papers, at the winter and summer examinations. Shorthand and typewriting are the principal subjects, there are questions on a number of subsidiary subjects. The Chamber issues double-sided long-playing practice records together with the English papers and these may be purchased from the Education Department of the London Chamber of Commerce.

TYPEWRITING. Examinations at all grades in all the spring, summer, autumn, and winter series of examinations. *Candidates must make their own arrangements for the provision of typewriters.*

The London Chamber of Commerce has 16 mm. sound films available for hire or purchase - there is a meetings section and a section for shorthand and typewriting duties; and in addition there are the gramophone records referred to above. Details of these and the whole examination syllabus should be obtained from the Examinations Department direct by all intending candidates.

CHAPTER XXXVI

THE ROYAL SOCIETY OF ARTS

The chapter which follows is intended principally to list the subjects in which it is possible to sit for the certificates awarded by the Royal Society of Arts, and in some cases to give notes which may be helpful to intending candidates. Reference must always be made to the *current* examination syllabuses and regulations issued by the Society annually, and details of how to obtain these have been given elsewhere in this book. Subjects must be chosen after consulting the time-table, and it should be noted that certain subjects at particular stages cannot be taken at all the examinations held in the course of the examination year but that papers are set in those subjects only for the examinations noted against them in the list that follows.

ACCOUNTING. Papers are set at Stage III only, at the Whitsun and summer examinations. The syllabus includes principles of accountancy, book-keeping, preparation of accounts, and writing of reports based on accountancy data. Final accounts and balance sheets. Accounting practice. 'Companies' accounts. Income Tax.

ADVERTISING. Stage III only, at the Whitsun series of examinations. Includes advertising, organization, sales organization, planning advertising, advertisement production and reproduction. Analysis of results.

ARITHMETIC. Stage I, all examinations. Stage II, all examinations. Stage III, Easter, Whitsun, and summer only.

BOOK-KEEPING. Stage I and Stage II, at all examinations. Stage III, at the Easter, Whitsun, and summer examinations only.

CARGO INSURANCE. Stage III only. At the summer examination.

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CENTRAL AND LOCAL GOVERNMENT. Stage II only, at Whitsun and summer examinations.

CIVICS. Stage I only. At the summer examination.

COMMERCE. Stage I, at all examinations. Stage II, at the Easter, Whitsun, and summer examinations.

COMMERCE (FINANCE). Stage III only, at the Whitsun and summer examinations.

COMMERCE (INTERNATIONAL TRADE). Stage III only, at the summer examination.

COMMERCE (MARKETING). Stage III only, in the summer series.

COMMERCIAL LAW. Stage II at Easter, Whitsun, and summer. Stage III, at the Whitsun and summer series.

COMMON LAW. Stage III only, at the summer examinations.

COMPANY LAW. Stage II and Stage III only, both at the Whitsun and summer examinations.

COSTING. Stage II and Stage III. At the Whitsun and summer examinations in each case.

DANISH. Stages I, II, and III, all at the summer examinations only.

DUTCH. Stages I, II, and III, all at the summer series only.

ECONOMIC GEOGRAPHY. Stages I and II, at the Easter, Whitsun, and summer examinations. Stage III, at summer series only.

ECONOMIC AND SOCIAL HISTORY. Stage II and Stage III, both at summer series only.

ECONOMICS. Stages II and III, both at the Easter, Whitsun, and summer examinations.

ENGLISH (WITH LITERATURE). Stage I, at all examinations. Stages II and III, at Easter, Whitsun, and summer only. Prescribed books are set, and these are printed in the official examination syllabus.

ENGLISH FOR FOREIGNERS. Stages I and II, at all examinations. Stage III, at the Whitsun and summer series only.

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ENGLISH LANGUAGE. Stages I and II, at all examinations. Stage III, at Whitsun and summer only.

ESPERANTO. Stages I, II, and III, at the Whitsun examinations only.

FRENCH. Stages I, II, and III, all at each of the Easter, Whitsun, and summer series.

GENERAL PRINCIPLES OF ENGLISH LAW. Stage II only, at Whitsun and summer.

GERMAN. Stages I and II, at Easter, Whitsun, and summer series. Stage III at Whitsun and summer only.

HISTORY OF THE BRITISH COMMONWEALTH. Stages I, II, and III. At the summer series only.

INCOME TAX LAW AND PRACTICE. Stage III only, at Whitsun.

ITALIAN. Stage I, at Easter, Whitsun, and summer. Stages II and III, at Whitsun and summer only.

LAW OF EVIDENCE AND CIVIL PROCEDURE. Stage III only, at the summer examination.

LAW OF TRUSTS. Stage III only, at the summer series.

MATHEMATICS. Stage I only, at the Whitsun and summer examinations.

MODERN BRITISH HISTORY. Stage I only, at Easter, Whitsun, and summer.

NORWEGIAN. Stages I, II, and III. At the summer series only.

OFFICE PRACTICE. Stages I and II, both at the Whitsun and summer examinations.

PUBLIC ADMINISTRATION. Stage III. At the Whitsun and summer examinations only.

REAL PROPERTY AND CONVEYANCING. Stage III. At the summer series only.

RUSSIAN. Stage I, at the Whitsun and summer series. Stages II and III, at the summer examinations only.

SECRETARIAL DUTIES. Stage II only, At all examinations.

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SHIPPING LAW AND PRACTICE. Stage III only, in the summer.

SHORTHAND. Speeds of 50/60, 80/100, and 120/140 words per minute at all examinations, 150/160 words per minute at the Whitsun examination only.

SHORTHAND-TYPIST'S CERTIFICATE. Stage II, at all examinations, Stage III, at the Easter, Whitsun, and summer series.

SPANISH. Stages I and II at the Easter, Whitsun, and summer examinations. Stage III, at the Whitsun and summer examinations only.

STATISTICS. Stage II, at the Whitsun and summer examinations. Stage III, at the summer series only.

SWEDISH. Stages I, II, and III, at the summer examinations only.

TYPEWRITING. Stages I, II, and III, each stage at all examinations.

WELSH. Stage I only, to be taken in the summer series.

Examination papers set in previous examinations are available in many subjects from the Society's Education Department, and application should be made to the address given in the previous chapter. Shorthand-Typist's Certificate and Typewriting Certificate papers are, at the time of publication of this book, 6d. each post free, others 4½d. each. The subject, stage, series, and year of examination must always be clearly stated when ordering past examination papers. The Royal Society of Arts does not recommend text-books to intending examinees, but there are a great number of extremely useful publishers' advertisements in the annual Examination Syllabus and Regulations booklet.

CHAPTER XXXVII

THE ROYAL SOCIETY OF ARTS EXAMINATIONS

The full name of this very distinguished institution is The Royal Society for the Encouragement of Arts, Manufactures and Commerce, and this describes the activities of the Society's Examinations Department, which holds regular examinations covering the subjects of examination associated with Arts and Commerce.

The Examinations of the Society are open to all who desire to enter for them, and the first step in this direction is to obtain from the Examinations Department of the Society the current Regulations and Syllabuses. These are published in booklet form and the present price is one shilling, post free.

Entry fees are extremely reasonable, and even at the advanced stage do not amount to as much as 50 per cent of the fees charged for subject entries at the General Certificate of Education Examinations. The Certificates of the Society have a high standing and obtain general recognition, and are of course evidence of training in *commercial* subjects and therefore more generally acceptable to the average employer than the more academic General Certificate of Education. Royal Society of Arts Certificates do not confer any right to University entry or matriculation, however, and of course they are not issued with any intention that they should do so. They are of great value to the commercial community in assessing the ability of candidates for office and similar positions and they afford evidence of a thorough grounding in the subject when taken at the Advanced Level. An important feature of the syllabuses of the Royal Society of Arts is that they do very

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successfully keep up with the times, recent announcements by the Examinations Department of the Society, for instance, include one of a new and special syllabus in Economic Geography for candidates who sit at centres in West Africa.

The general examination scheme is in three stages, Stage I or Elementary, Stage II or Intermediate, and Stage III or Advanced. There are Grouped Course Certificates, Examinations in Road Transport subjects, a National Certificate in Business Studies, and School and Senior School Certificates as well as Teachers' Certificates in Shorthand and Typewriting. Examinations may be taken at many places in the United Kingdom and at a number of Overseas Centres all of which are within the British Commonwealth.

Candidates may enter for single subjects in all stages, they need not take the elementary stage before entering for the Advanced stage and they may, if the time-table admits, be examined in all three stages of a subject at the same examination. In the Intermediate stage and the Advanced stage of French, German, Italian, Russian, and Spanish there is an oral test in addition to the written examination. Candidates at the Typewriting Examinations use machines provided for the purpose, and in the case of this examination it may be necessary to hold second or subsequent sessions where the number of machines available does not permit the examination of all candidates at the same time.

There are four series of examinations in the year, the Easter series, held in or about March of each year, the Whitsun series, the Summer series in June/July, and the Autumn series in November/December. Intending candidates must, of course, obtain the regulations and time-table from the address given above before making final plans for their entries.

Certificates are issued on the marking basis of 50 per cent of the possible marks for a pass and 75 per cent of the possible marks for a pass with credit. When candidates make their entry they complete a result slip, which is marked or stamped with

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the result and posted direct to the candidate, in the case of the Easter Examinations early in May, the Whitsun Examinations towards the middle of July, the end of August for the summer series, and for the autumn series by the middle of the January following.

There are a number of medals available for competition on the results of certain subject-examinations, and a grant towards the cost of their provision is made by the Worshipful Company of Clothmakers. There are a number of other awards in addition to medals, and details of them all are given in the Society's Examination booklet already referred to, as well as Associate membership and Fellowship of the Society which is available to medal-winners under certain conditions.

Group certificates in commercial subjects are awarded, at no additional fee, to candidates who are entitled to them, and brief details of the group certificates are given below:

<i>Group Certificate.</i>	<i>Requirements.</i>
STAGE III (Advanced)	Passes in three of the following subjects at any four consecutive examinations, subject to regulations as to selection of subjects from the list:
One of:	Commerce (Finance). Commerce (International Trade). Commerce (Marketing). Commerce (Economics). Accounting. Book-keeping. Costing. Arithmetic. Economic Geography. Economic and Social History. Commercial Law. Company Law. Cargo Insurance.

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- Income Tax Law and Practice.
- Public Administration.
- Shipping Law and Practice.
- English (with literature).
- English language.
- A foreign language.

It is emphasized that certain of the subjects *must* be taken, and that certain ones cannot be taken in combination with others; the Society's regulations *must* be consulted in this regard.

- STAGE II (Intermediate)** .
- Commerce.
 - Economics.
 - Arithmetic.
 - Book-keeping.
 - Economic Geography.
 - Economic and Social History.
 - General Principles of English Law.
 - Commercial Law.
 - Company Law.
 - Outlines of Central and Local Government.
 - English (with literature).
 - English language.
 - A foreign language.

The note to the table given for the Advanced Stage (above) applies equally to choice of subjects at the Intermediate stage.

STAGE I (Elementary)

Candidates must pass in four subjects in three years from :

- Arithmetic.
- English (with literature).
- English language.

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STAGE 1 (Elementary)	Book-keeping. Commerce, and other subjects in which the Elementary stage examination is held.
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The note to the table given for the Advanced stage (above) applies equally to entries for the Elementary stage.

Special Group Certificates (at subject-level, as it were, rather than at stage-level) are awarded as below:

<i>Special Group Certificates.</i>	<i>Subjects.</i>
Clerk-Typist	Typewriting. English (with literature), or Eng- lish language.
	Book-keeping, or Arithmetic, or Commerce.

The subjects may be taken at any stage but for the award of the certificate the minimum requirement for typewriting is pass with credit at the Elementary stage.

<i>Clerical Studies.</i>	Group I. Stage I (Elementary). English language. Commerce. Arithmetic and Book-keeping, or Shorthand (50/60 words per minute) and Typing.
	Group II. Stage II (Intermediate). English language. (a) Arithmetic, Book-keeping, Commerce. <i>or, (b)</i> Secretarial duties, Short- hand (80/100 words per minute) and Typing. <i>or, (c)</i> Secretarial duties and the Shorthand-Typist's Certi- ficate.

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The examinations in each group must be taken at one and the same series in any year. Candidates must pass Group I before proceeding to Group II. There are other regulations and conditions for which the Society's syllabuses *must* be consulted.

Secretarial Subjects.

Shorthand-Typist's Certificate,
Stages II or III, plus Secretarial
duties, Stage II.

or,

Typewriting, Stages II or III, plus
English language or English
(with literature), Stages II or
III, plus Secretarial duties,
Stage II.

Shorthand, 80 words per minute
or over, plus Typewriting,
Stages II or III, plus English
language or English (with
literature), Stages II or III, plus
Secretarial duties, Stage II.

Cost Clerks Stage II (Intermediate) of Arithmetic,
English language, Book-
keeping and costing.

Foreign Languages Passes in three foreign languages,
at the Advanced stage, at least
one must be a First Class. No
time limit.

Law Subjects General Principles of English
Law, Stage II.
One of Common Law, Law of
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Law Subjects—cont.

Trusts, Real Property, Conveyancing.

One of the four subjects above not already taken or Company Law, Law of Evidence and Civil Procedure, Shipping Law and Practice, Stage III.

Passes in additional law subjects may be endorsed on the certificate.

There is also a group certificate for shipping clerks.

It is again emphasized that the contents of this chapter are not exhaustive, that conditions as to subject-choice apply in many cases, and that before making plans for study for, or entry to, these examinations it is essential for candidates to obtain and study the regulations issued by the Royal Society of Arts. The address to which application should be made is:

The Royal Society of Arts,
18 Adam Street,
Adelphi,
London, W.C.2.